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ABSTRACT

The computer search reprint provides abstracts of 122 references concerned with rationales for and against the Regular Education Initiative. Citations were selected from the ERIC (Educational Resources Information Center) and ECER (Exceptional Children Education Resources) databases. Introductory sections explain: how citations are arranged; what information is provided; how to locate actual copies of journal articles, documents, and products; and a sample reference. Also provided is a list of source journals with addresses and an ERIC Document Reproduction Service order form. Abstracts are arranged alphabetically by author within separate sections for each database. An additional section lists (without abstracts) 32 resources not currently in the databases. (DB)

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No. C580

The Regular Education Initiative: Rationales For and Against

122 Abstracts -- April 1990

COMPUTER SEARCH REPRINT

The Council for Exceptional Children
ERIC Clearinghouse on Handicapped and Gifted Children
1920 Association Drive
Reston, VA 22091

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SECTION I

Introduction

Introduction

This Computer Search Reprint is designed to introduce the student and/or researcher to the current literature in the field. The monograph consists of the following sections.

Section I: Introduction provides an overview of the contents of the Computer Search Reprint.

Section II: Resources on the Regular Education Initiative (REI) describes the series of three Super Search Reprints on the REI literature.

Section III: Understanding a Computer Search of ERIC and ECER Documents details the information necessary to productively use the bibliographic citations from the Educational Resources Information Center (ERIC) and Exceptional Child Educational Resources (ECER) databases. This section describes the arrangement of articles from ERIC and ECER and explains the DIALOG Information Services' printout format. Section III also informs readers how to locate actual copies of journal articles, documents, and other products listed in the search, and provides sample order forms for the ERIC Document Reproduction Service (EDRS).

Section IV: ERIC Abstracts and Section V: ECER Abstracts are reprints of on-line searches of the DIALOG Information Services System.

The ERIC and ECER abstracts cited above are supplemented by a further bibliographic listing in Section VI: Resources Not Currently in the Databases.

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SECTION II

Resources on the Regular Education Initiative

Resources on the Regular Education Initiative

Background

The idea of compiling a comprehensive annotated bibliography encompassing documents and articles in the ERIC and Exceptional Child Education (ECER) databases on the topic of the Regular Education Initiative (REI) originated in May 1988. Under the leadership of Thomas M. Skrtic, Chairperson of the ERIC Special Education/Regular Education Partnership Task Force, the project was launched by the ERIC Clearinghouse on Handicapped and Gifted Children. The objective was to identify and organize the REI literature into a usable resource document that could serve as the foundation for future research and discussion. Originally, there was to be one collection with several chapters. By the time the project was concluded, however, it was clear that the information would be more useful if it was divided into separate collections:

Efficacy of P.L. 94-142 and the Implementation of the LRE Concept

The Regular Education Initiative: Rationales For and Against

Practices Consistent with the Regular Education Initiative

Searching and Sorting

The first phase in the development of these documents entailed the task of sorting hundreds of abstracts from the ERIC database into categories. To accomplish this enormous task, Dr Skrtic enlisted the help of Research Assistant Professor Ron Wolf at West Virginia University. Originally the citations were sorted into fourteen categories of which seven were considered central to the issue at hand: P.L. 94-142 Efficacy; P.L. 94-143 Features; REI Proposals; REI Practices; Critique of REI Practices; Critique of REI Proposals; and Theoretical/Alternative Perspectives. In addition to sorting the existing citations into categories, Dr. Wolf and his team of graduate students identified additional resources to add to the original list.

The second phase of the work involved the printing of several separate smaller searches that included the selected documents from relevant categories. Six searches were created: Efficacy of P.L. 94-142 Implementation; REI: Rationales for and Explications of the Concept; REI: Specific Practices Consistent with the Concept; Critiques of the Regular Education Initiative; Critiques of Practices Associated with the Regular Education Initiative; and Theoretical Perspectives on the Concepts of Special Education and Disability.

The new set of searches were then sent to educators actively involved in the REI debate, as well as those who have been studying all aspects of P.L. 94-142 implementation.

Ten reviewers were invited to participate in the process. Because of the demanding nature of the task, not all reviewers were able to respond. Listed below are those who helped with the final selection and made suggestions for additional documents:

Steven R. Forness
University of California, Los Angeles

Alan Gartner
The Graduate School and University Center
of the City University of New York

Laurance M. Lieberman
Special Education Consultant
Newtonville, MA

John Lloyd
University of Virginia

Susan Stainback
University of Northern Iowa

Comments from each reviewer were carefully considered as ERIC staff molded the final documents into usable collections. Documents identified by reviewers as essential to the issues were searched for in both the ERIC and the ECER databases and added to the list of resources. In cases where the documents were not found, they appear without abstracts on a list of additional resources. These materials, for the most part, have been requested and will be abstracted for future editions of these searches. Many of the documents were too new to have been processed.

The final selection of three reprint topics resulted from the substantial overlap in certain categories. For example, documents dealing with the rationales related to the REI concept also deal with the theoretical and alternative perspectives that surround the issues.

The building of these search reprints would have been impossible without the professional contributions of those who donated their time and effort to the task. In addition to the reviewers named above, sincere appreciation is also extended to the following graduate assistants:

Melody J. Tankersley, University of Virginia; Robin Bolling, Jean C. Faieta, Elizabeth Dooley, Lisa Bloom and Angela Humphreys-Lipinski, West Virginia University.

Other Products Available From The Council for Exceptional Children

No. M21 Alternative Views and Theoretical Applications in Special Education is an audiotape album containing eight presentations recorded at the 1989 CEC Preconvention Training Program in San Francisco, CA. Individual tapes include:

No. M10 Four Paradigms of Social Scientific Thought: Multiple Views of Special Education and Disability. Presenter: Tom Skrtic

No. M11 Special Education and Disability from a Functionalist View. Presenter: Tom Skrtic

No. M12 Special Education and Disability from a Structuralist View. Presenter: Sally Tomlinson

No. M13 Special Education and Disability from an Interpretivist View. Presenters: Diane and Philip Ferguson

No. M14 Special Education and Disability from a Humanist View. Presenter: Dwight Kiel

No. M15 Using the Radical Structuralist Paradigm to Examine the Creation and Use of Learning Disabilities. Presenter: Christine Sleeter

No. M16 Holism or: There is no Substitute for Real Life Purposes and Processes. Presenter: Lous Heshusius

No. M17 Toward a Metatheory of School Organization and Adaptability: Special Education and Disability as Organizational Pathologies. Presenter: Tom Skrtic

Other Audiotapes on Evolving Practices in Special Education

No. M18 Managing Change and Team Building. Presenter: Alan Coulter

No. M19 Accommodating for Greater Student Variance in Local Schools. Presenters: Richard Villa and Jacqueline Thousand

No. M20 Effective Supervision. Presenter: Stevan Kukic

Publications

R315 A Special Educator's Perspective on Interfacing Special and General Education: A Review for Administrators. David E. Greenburg

Order Products from:

The Council for Exceptional Children
Dept. KOO450
1920 Association Drive
Reston, VA 22091-1589
(703) 620-3660

SECTION III

Understanding a Computer Search of ERIC and ECER Documents

Understanding a Computer Search of ERIC and ECER Documents

This section provides information on:

(1) how to read citations from the ERIC and ECER databases.

(2) how to locate and/or order journal articles and other documents from libraries, ERIC Document Reproduction Service (EDRS), and University Microfilms International (UMI).

How Are Citations Arranged?

This Computer Search Reprint is derived from two databases: 1) the ERIC database which contains over 400,000 journal annotations and 300,000 education related document abstracts and, 2) the Exceptional Child Education Resources (ECER) database which supplements ERIC and contains more than 70,000 abstracts of published literature in special education. Because it is not possible to merge these databases, there are two sections to your search. The first section is drawn from the ERIC database and the second section includes additional abstracts from the ECER database. Each section is arranged alphabetically by author.

What Information is Provided?

Each reference contains three sections: bibliographic information, indexing information, and an abstract of the document. (NOTE: Journal article citations from the ERIC database, those with an EJ number, may have no abstract or only a brief annotation.

(1) The bibliographic section provides:

a. Document identification or order number (ED, EJ, or EC)
b. Publication date
c. Author
d. Title
e. Source or publisher
f. Availability (most documents are <u>not</u> available from the Clearinghouse or CEC)

(2) The descriptors and identifiers indicate the subject matter contained in the document.

(3) The abstract provides an overview of document contents.

Sample references are enclosed to clarify the various parts of a citation.

How Do You Locate Actual Copies of Journal Articles, Documents, and Products Listed in Your Search?

Four basic types of references will appear in your search:

(1) Journal articles
(2) Documents available from the ERIC system

(3) Commercially published materials
(4) Doctoral dissertations

Please note that CEC Information Services/ERIC Clearinghouse on Handicapped and Gifted Children does not provide copies of any of the documents or articles in your search except those published by CEC.

Journal Articles

Copies of journal articles can usually be obtained from one or more of these sources:

a. The periodical collection of a library
b. The journal publisher (see Source Journal Index enclosed for addresses of publishers)
c. University Microfilms International or other article reprint services

A reprint service is available from University Microfilms International (UMI) for many of the journals cited in your search. A note may appear in the citation that a reprint is available from UMI. If not, check the Source Journal Index enclosed, the journal list in the front of a recent issue of Current Index to Journals in Education (CIJE), or call UMI. Check the latest issue of CIJE for current UMI prices.

UMI articles are reproduced to approximately original size, to a maximum of 8 1/2 x 11 inches. All material on a page is copied, including advertising. Line drawings such as maps, tables, or illustrations are reproduced with close approximation to the originals. Photographs do not reproduce well, but arrangements can be made for special high-quality reproduction on photographic paper. The scheduled turnaround time from UMI is three days, and the price includes postage via first class mail.

Please include author, title of article, name of journal, volume, issue number, and date for each article required.

Send to:
Article Copy Service - CIJE
University Microfilms International
300 N. Zeeb Road
Ann Arbor, MI 48106
800/521-0600

ERIC Documents

ERIC documents will have an ED number (ED followed by six digits) in the first line of the citation. Many of these documents are part of the ERIC Microfiche Collection. There are over 600 libraries in the U.S. which subscribe to the ERIC Microfiche Collection. In these libraries you can see and often make copies of these documents (for a minimal fee). If you would like to know the location of the ERIC Microfiche Collection nearest you, you can call CEC/ERIC at 703/264-9474.

Copies of most ERIC documents are also available from the ERIC Document Reproduction Service (EDRS). You can use the order form enclosed to order these documents. (Please note: The EDRS prices quoted in the citation may be out of date. Use the current EDRS order form enclosed to compute the correct price based on the number of pages of the document)

To find out if a document is available from EDRS, check the first line of the citation for an ERIC Document number (an ED followed by six digits). Occasionally, you will see ED followed by an abbreviation for a month and the letters RIE (e.g., EDJUNRIE). This indicates that the ED number was

not available when the abstract was produced, but the document will be available from EDRS. Next to "EDRS" you may also find one of these notations:

Not available - This document is not available from EDRS. Check the citation for another source of availability.

MF;HC - The document is available from EDRS in either a microfiche or paper copy format.

MF - The document is only available on microfiche.

Commercially Published Materials

Citations of commercially published materials (books, films, cassettes, training packages, and other materials) will include the publisher's name and address and a price (whenever possible). If you cannot find these materials in a library or resource center, they can be purchased from the publisher.

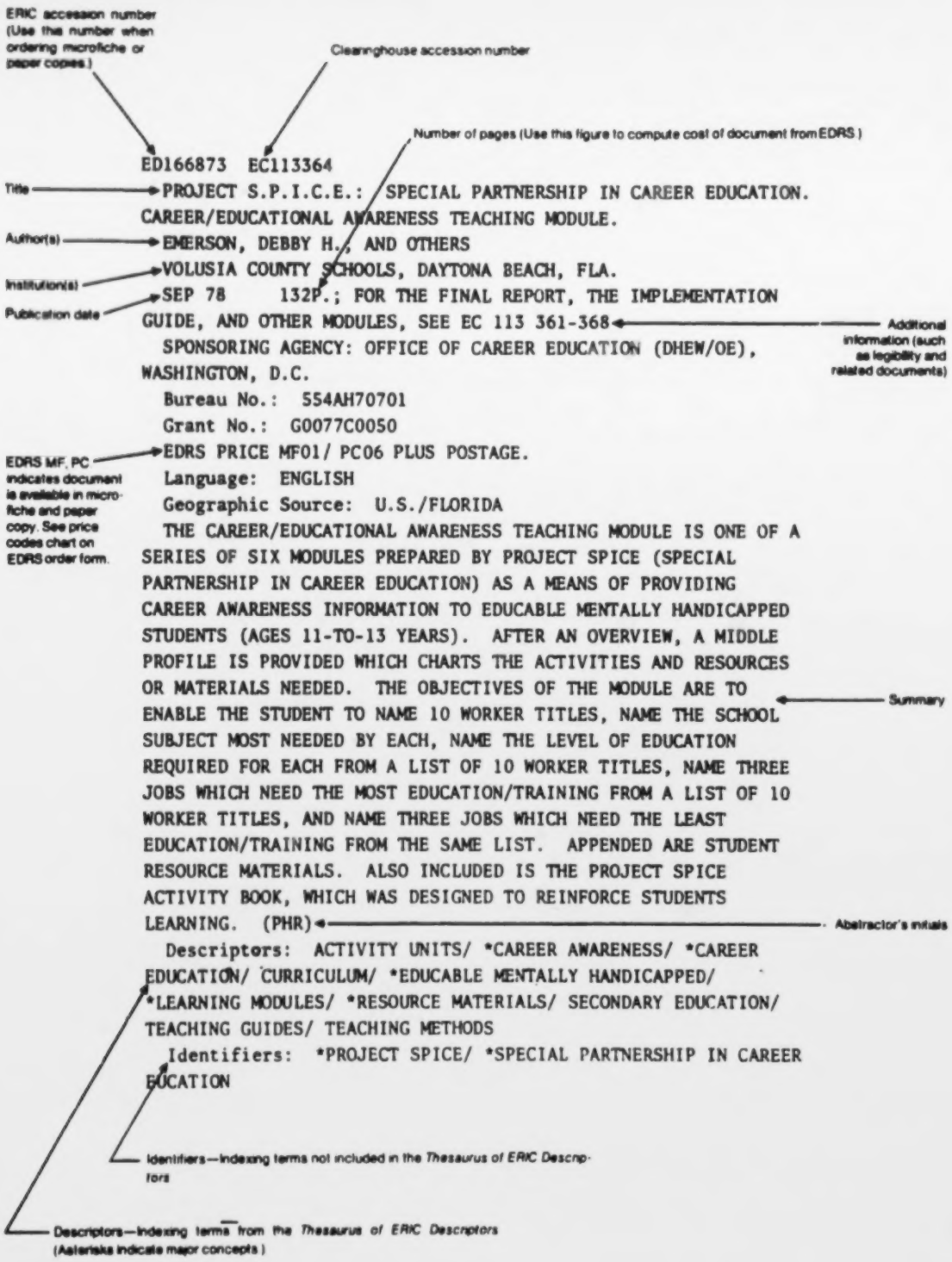
Doctoral Dissertations

Copies of doctoral dissertations may be purchased from University Microfilms International (UMI). The address for ordering, order number, and prices are provided in the citations.

If you have any questions about your computer search, you are welcome to call CEC/ERIC at 703/264-9474.

SAMPLE REFERENCES

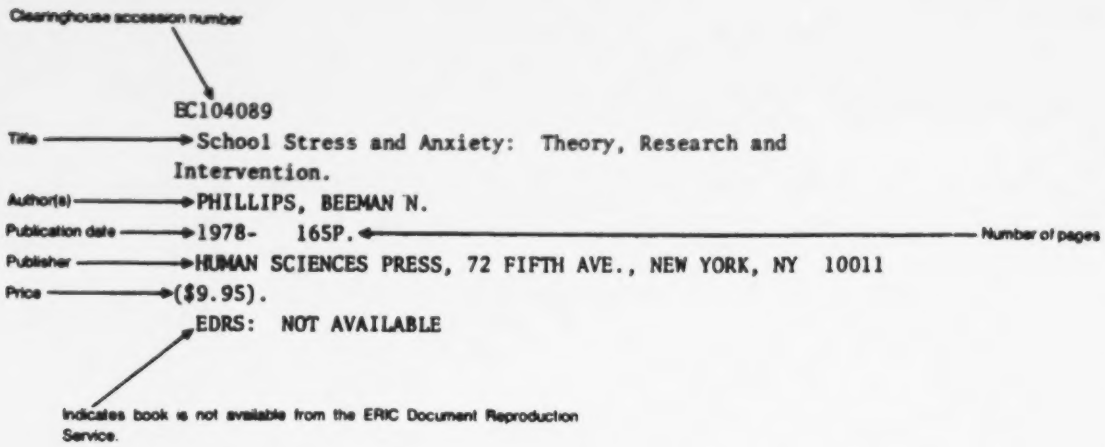
ERIC Document


ERIC accession number (Use this number when ordering microfiche or paper copies.)
Clearinghouse accession number
Number of pages (Use this figure to compute cost of document from EDRS.)
ED166873 EC113364
Title
PROJECT S.P.I.C.E.: SPECIAL PARTNERSHIP IN CAREER EDUCATION. CAREER/EDUCATIONAL AWARENESS TEACHING MODULE.
Author(s)
EMERSON, DEBBY H., AND OTHERS
Institution(s)
VOLUSIA COUNTY SCHOOLS, DAYTONA BEACH, FLA.
Publication date
SEP 78 132P.; FOR THE FINAL REPORT, THE IMPLEMENTATION GUIDE, AND OTHER MODULES, SEE EC 113 361-368
Additional information (such as legibility and related documents)
SPONSORING AGENCY: OFFICE OF CAREER EDUCATION (DHEW/OE), WASHINGTON, D.C.
Bureau No.: 554AH70701
Grant No.: G0077C0050
EDRS MF, PC indicates document is available in microfiche and paper copy. See price codes chart on EDRS order form.
EDRS PRICE MF01/ PC06 PLUS POSTAGE.
Language: ENGLISH
Geographic Source: U.S./FLORIDA
THE CAREER/EDUCATIONAL AWARENESS TEACHING MODULE IS ONE OF A SERIES OF SIX MODULES PREPARED BY PROJECT SPICE (SPECIAL PARTNERSHIP IN CAREER EDUCATION) AS A MEANS OF PROVIDING CAREER AWARENESS INFORMATION TO EDUCABLE MENTALLY HANDICAPPED STUDENTS (AGES 11-TO-13 YEARS). AFTER AN OVERVIEW, A MIDDLE PROFILE IS PROVIDED WHICH CHARTS THE ACTIVITIES AND RESOURCES OR MATERIALS NEEDED. THE OBJECTIVES OF THE MODULE ARE TO ENABLE THE STUDENT TO NAME 10 WORKER TITLES, NAME THE SCHOOL SUBJECT MOST NEEDED BY EACH, NAME THE LEVEL OF EDUCATION REQUIRED FOR EACH FROM A LIST OF 10 WORKER TITLES, NAME THREE JOBS WHICH NEED THE MOST EDUCATION/TRAINING FROM A LIST OF 10 WORKER TITLES, AND NAME THREE JOBS WHICH NEED THE LEAST EDUCATION/TRAINING FROM THE SAME LIST. APPENDED ARE STUDENT RESOURCE MATERIALS. ALSO INCLUDED IS THE PROJECT SPICE ACTIVITY BOOK, WHICH WAS DESIGNED TO REINFORCE STUDENTS LEARNING. (PHR)
Summary
Abstractor's initials
Descriptors: ACTIVITY UNITS/ *CAREER AWARENESS/ *CAREER EDUCATION/ CURRICULUM/ *EDUCABLE MENTALLY HANDICAPPED/ *LEARNING MODULES/ *RESOURCE MATERIALS/ SECONDARY EDUCATION/ TEACHING GUIDES/ TEACHING METHODS
Identifiers: *PROJECT SPICE/ *SPECIAL PARTNERSHIP IN CAREER EDUCATION
Identifiers—Indexing terms not included in the Thesaurus of ERIC Descriptors
Descriptors—Indexing terms from the Thesaurus of ERIC Descriptors (Asterisks indicate major concepts.)

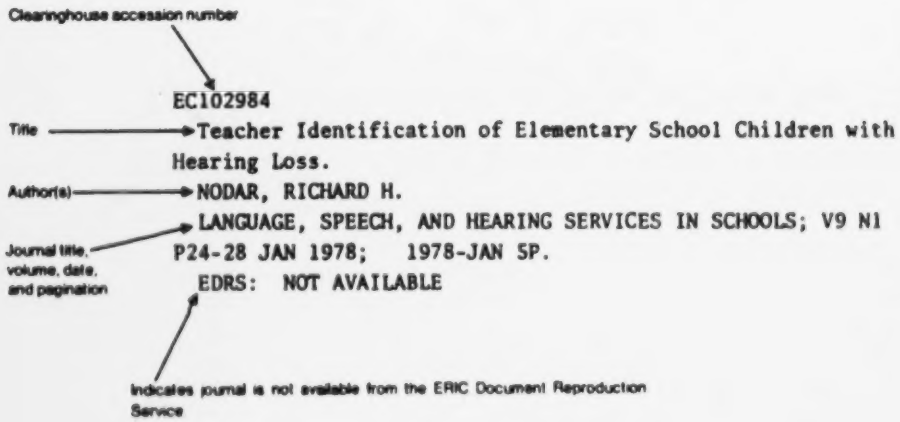
*Note: EDRS MF indicates microfiche reproduction only

(over)

Commercially Published Material



Journal Article


Clearinghouse accession number
EC102984
Title
Teacher Identification of Elementary School Children with Hearing Loss.
Author(s)
NODAR, RICHARD H.
Journal title, volume, date, and pagination
LANGUAGE, SPEECH, AND HEARING SERVICES IN SCHOOLS; V9 N1 P24-28 JAN 1978; 1978-JAN 5P.
EDRS: NOT AVAILABLE
Indicates journal is not available from the ERIC Document Reproduction Service

ECER Source Journal Index

CEC regularly receives more than 200 journals that are scanned for material concerning exceptional children. Articles selected on the basis of established criteria are abstracted and indexed for EXCEPTIONAL CHILD EDUCATION RESOURCES (ECER). Some of these articles are indexed and submitted for announcement in CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE), an Educational Resources Information Center (ERIC) publication. The following list is of journals from which articles were abstracted (current, April 1990).

****Academic Therapy**, Pro-ed Journals, 8700 Shoal Creek Blvd., Austin TX 78758-6897

***ACEHI Journal**, University of Alberta, Dept. of Educ. Psychology, 6-102 Education North, Edmonton, Alberta, T6G 2G5 Canada

Advanced Development, Snowpeak Publishing Co., Inc., P.O. Box 3489, Littleton, CO 80122

****American Annals of the Deaf**, 814 Thayer Ave., Silver Spring, MD 20910

American Education, Superintendent of Documents, U.S. Government Printing Office, Washington DC 20402

American Journal of Art Therapy, Vermont College of Norwich University, Montpelier VT 05602

***American Journal of Occupational Therapy**, 6000 Executive Boulevard, Suit 200, Rockville MD 20852

****American Journal on Mental Retardation**, 1719 Kalorama Rd., NW, Washington DC 20009

American Rehabilitation, Superintendent of Documents, U.S.G.P.O., Washington DC 20402

****Analysis and Intervention in Developmental Disabilities**, Pergamon Press, Inc., Maxwell House, Fairview Park, Elmsford NY 10523 (Incorporated in **Research in Developmental Disabilities**)

****Annals of Dyslexia**, The Orton Dyslexia Society, 724 York Rd., Baltimore MD 21204 (Formerly Bulletin of the Orton Society)

Archives of Disease in Childhood, B.M.A. House, Tavistock Sq., London WC1H 9JR England

Art Therapy, The American Art Therapy Association, Inc., 5999 Stevenson Ave., Alexandria VA 22304

Arts in Psychotherapy, Ankho International, Inc., 7374 Highbridge Terrace, Fayetteville NY 13066

***ASHA**, American Speech and Hearing Association Journal, 10801 Rockville Pike, Rockville MD 20852

Assignment Children (Les Connets de L'Enfance), UNICEF, Palais Wilson, C.P. 11, 1211, Geneve 4, Suisse

Augmentative and Alternative Communication (AAC), Williams & Wilkins, 428 E. Preston St., Baltimore MD 21202

Australasian Journal of Special Education, Business Mgr., 3 Ocean View Crescent, Mt. Osmond, S. Australia 5064

****Australia and New Zealand Journal of Developmental Disabilities**, P.O. Box 255, Carlton, South Victoria 3053, Australia, F.W. Faxon Co., Inc., 15 Southwest Park, Westwood MA 02090

Australian Journal of Remedial Education, 319 High St., Kew 131, Australia

***B.C. Journal of Special Education**, Special Education Association, British Columbia, 2031 Long St., Kelowna BC V1Y 6K6, Canada

Behavior in our Schools, Buena Vista College, Fourth & College Sts., Storm Lake, IA 50588

***Behavior Modification**, Sage Publications, 2111 W. Hillcrest Drive, Newbury Park CA 91320

****Behavioral Disorders**, Council for Children with Behavior Disorders, Indiana University, 2805 E. 10th St., Bloomington IN 47401

Behaviour Problems Bulletin, Victoria College-Burwood Campus, 221 Burwood Highway, Burwood, Victoria 3125 Australia

British Journal of Physical Education, Ling House, 162 King's Cross Road, London WCIX 9DH England

****British Journal of Special Education** (formerly **Special Education Forward Trends**), National Council for Special Education, 12 Hollycroft Avenue, London NW3 7QL, England

British Journal of Visual Impairment, c/o South Regional Assn. for the Blind, 55 Eton Ave., London NW3, England 3ET.

Bulletin of the Tokyo Metropolitan Rehabilitation Center for the Physically & Mentally Handicapped, 43 Toyama-cho, Shinjuku-ku, Tokyo, Japan

****Canadian Journal of Special Education**, University of British Columbia, 2125 Main Hall, Vancouver B.C. Canada V6T 1Z5

****Career Development for Exceptional Individuals**, Division on Career Development, Council for Exceptional Children, 1920 Association Dr., Reston VA 22091

CEDR Quarterly, Phi Delta Kappa, PO Box 789, Bloomington IN 47401

Challenge: Reaching & Teaching the Gifted Child, Box 299, Carthage IL 62321-0299

***Child Abuse and Neglect, The International Journal**, Pergamon Press, Inc., Maxwell House, Fairview Park, Elmsford NY 10523

***Child and Family Behavior Therapy**, Haworth Press, 149 Fifth Ave., New York NY 10010

Child & Youth Services, The Haworth Press, Inc., 28 E. 22nd St., New York NY 10010

***Child: Care, Health and Development**, Blackwell Scientific Publications, Ltd., Osney Mead, Oxford OX20EL England

****Child Care Quarterly**, Human Sciences Press, 72 Fifth Ave., New York NY 10011

Child Psychiatry and Human Development, Human Sciences Press, 72 Fifth Ave., New York, NY 10011

****Child Welfare**, 67 Irving Place, New York NY 10003

Children & Youth Services Review, Pergamon Press, Fairview Park, Elmsford NY 10523

Children's Health Care, Association for the Care of Children's Health, 3615 Wisconsin Ave., NW, Washington DC 20016

Children's Legal Rights Journal, William S. Heen & Co., Inc., 1285 Main St., Buffalo NY 14209

The Clinical Neuropsychologist, SWETS, North America, Inc., Box 517, Berwyn PA 19312

Creative Child & Adult Quarterly, 8080 Springvalley Dr., Cincinnati OH 45236

Creativity Research Journal, 320 South Stanford St., La Habra CA 90631

Deaf American, 5125 Radnor Road, Indianapolis IN 46226

***Developmental Medicine and Child Neurology**, J.B. Lippincott Co., East Washington Sq., Philadelphia PA 19105

****Diagnostique**, Bulletin of the Council for Educational Diagnostic Services, The Council for Exceptional Children, 1920 Association Dr., Reston VA 22091

Directive Teacher, The Ohio State University, 356 ARPs Hall, 1945 N. High St., Columbus OH 43210

Disability, Handicap and Society, Carfax Publishing Co., 85 Ash St., Hopkinton MA 01748

Disabled U.S.A., President's Committee on Employment of the Handicapped, Washington DC 20210

Early Years, Allen Raymond Inc., Hale Lane, Darien CT 06820

Educating Able Learners, GSI, *EAL*, P.O. Box 11388, Ft. Worth, TX 76110-0388

****Education and Training in Mental Retardation**, 1920 Association Drive, Reston VA 22091

***Education and Treatment of Children**, Clinical Psychology Publishing Co., Inc., 4 Conant Square, Brandon, VT 05733

Education of the Visually Handicapped, see **RE:view**

Entourage, G. Allen Roehr Institute, Kinsmen Bldg., York University Campus, 4700 Keele St., Downview, Ontario M3J 1P3

***European Journal of Special Needs Education**, NFER-Nelson, Darville House, 2 Oxford Road East, Windsor, SL4 1DF, United Kingdom

The Exceptional Child, see **International Journal of Disability, Development, and Education**

****Exceptional Children**, 1920 Association Drive, Reston VA 22091

***Exceptionality: A Research Journal**, Springer-Verlag New York, Inc., 175 Fifth Avenue, New York NY 10010

****Exceptional Parent**, 1170 Commonwealth Ave., 3rd Floor, Boston MA 02134

Focus on Autistic Behavior, Pro-ed, 8700 Shoal Creek Blvd., Austin, TX 78758-6897

****Focus on Exceptional Children**, Love Publishing Co., 1777 S. Bellaire St., Denver, CO 80222

Gallaudet Today, Office of Alumni & Public Relations, Kendall Green NW, Washington DC 20002

****Gifted Child Quarterly**, National Assn. of Gifted Children, 4175 Lovell Rd., Box 30-Ste. 140, Circle Pines, MN 55014

****The Gifted Child Today (GCT)**, P.O. Box 637, Holmes PA 19043

*Gifted Education International, AB Academic Publishers, P.O. Box 97, Berkhamsted, Herts HP4 2PX, England

Gifted International, Trillium Press, P.O. Box 209, Monroe, NY 10950

*Infants and Young Children, Aspen Publishers, Inc., 1600 Research Blvd., Rockville MD 20850

Interaction, AAMR, The National Assn. on Intellectual Disability, National Office, GPO Box 647, Canberra Act 2601, Australia

*International Journal of Disability, Development, and Education, (formerly The Exceptional Child), Serials Section, Main Library, University of Queensland, St. Lucia, Brisbane 4067, Australia

*International Journal of Rehabilitation Research, Hans-Bunte-STR-18, D-6900 Heidelberg 1, Federal Republic of Germany

*International Journal of Special Education, University of British Columbia, Vancouver BC V6T 1W5 Canada

Issues in Law and Medicine, P.O. Box 1586, Terre Haute IN 47808-1586

The Japanese Journal of Special Education, % Institute of Special Education, University of Tsukuba, Sakwa-Mura, Nii Hari-Gun, Ibaraki-Ken 305 Japan

**Journal for the Education of the Gifted, University of North Carolina Press, P.O. Box 2288, Chapel Hill, NC 27515-2288

*Journal for Vocational Special Needs Education, Center for Vocational Personnel Preparation, Reschini House, Indiana University of Pennsylvania, Indiana PA 15705

Journal of Abnormal Child Psychology, Plenum Publishing Corp., 227 W. 17th Street, New York NY 10011

Journal of Abnormal Psychology, American Psychological Assn., 1200 17th St., NW, Washington DC 20036

***Journal of Applied Behavior Analysis, University of Kansas, Lawrence KS 66044

*Journal of Applied Rehabilitation Counseling, National Rehabilitation Counseling Association, 1522 K St. N.W., Washington DC 20005

Journal of Autism & Childhood Schizophrenia (See Journal of Autism & Developmental Disorders)

*Journal of Autism & Developmental Disorders, Plenum Publishing Corp., 227 W. 17th Street, New York NY 10011

*Journal of Childhood Communication Disorders, Bulletin of the Division for Children with Communication Disorders, The Council for Exceptional Children, 1920 Association Drive, Reston VA 22091

Journal of Clinical & Experimental Neuropsychology, SWETS North America, Inc., Box 517, Berwyn PA 19312

Journal of Clinical Child Psychology, American Psychological Assn., Child Study Center, 1100 NE 13th St., Oklahoma City, OK 73117

*Journal of Communication Disorders, American Elsevier Publishing Co., 52 Vanderbilt Avenue, New York NY 10014

**Journal of Creative Behavior, Creative Education Foundation, Inc., 437 Franklin St., Buffalo, NY 14202

*Journal of Early Intervention (formerly Journal of the Division for Early Childhood,), The Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091

Journal of General Psychology, Journal Press, 2 Commercial St., Provincetown MA 02657

Journal of Genetic Psychology, Journal Press, 2 Commercial St., Provincetown MA 02657

*Journal of Head Trauma Rehabilitation, Aspen Publishers, Inc., 7201 McKinney Circle, Frederick MD 21701

**Journal of Learning Disabilities, Pro-Ed, 5341 Industrial Oaks Blvd., Austin, TX 78735-8809

Journal of Music Therapy, Box 610, Lawrence KS 66044

Journal of Pediatric Psychology, Plenum Publishing Corp., 227 W. 17th St., New York, NY 10011

Journal of Pediatrics, 11830 Westline Industrial Drive, St. Louis MO 63141

**Journal of Reading, Writing, & Learning Disabilities, International, Hemisphere Publishing Corporation, 79 Madison Ave., New York NY 10016-7892

Journal of Rehabilitation, National Rehabilitation Assn., 633 S. Washington St., Alexandria VA 22134-4193

*Journal of Special Education, Pro-Ed, 5341 Industrial Oaks Blvd., Austin, TX 78735-8809

**Journal of Special Education Technology, Peabody College, Box 328, Vanderbilt University, Nashville TN 37203

**Journal of Speech & Hearing Disorders, American Speech and Hearing Assn., 10801 Rockville Pike, Rockville MD 20852

**Journal of Speech & Hearing Research, American Speech and Hearing Assn., 10801 Rockville Pike, Rockville MD 20852

Journal of the Academy of Rehabilitative Audiology, JARA, Communicative Disorders, Communication Arts Center 229, University of Northern Iowa, Cedar Falls IA 50614

Journal of the American Academy of Child Psychiatry, 92 A Yale Station, New Haven, CT 06520

Journal of the American Deafness and Rehabilitation Association, 814 Thayer Avenue, Silver Spring MD 20910

**Journal of the Association for Persons with Severe Handicaps (JASH) (formerly AAESPH Review), 7010 Roosevelt Way, N.E., Seattle WA 98115

*Journal of the Division for Early Childhood, see Journal of Early Intervention

**Journal of Visual Impairment and Blindness (formerly New Outlook for the Blind), American Foundation for the Blind, 15 W. 16th St., New York NY 10011

Kappa Delta Pi Record, 343 Armory Bldg., University of Illinois, Chicago, IL 61820

**Language Speech & Hearing Services in Schools, American Speech and Hearing Assn., 10801 Rockville Pike, Rockville MD 20852

*Learning Disabilities Focus, The Council for Exceptional Children, 1920 Association Dr., Reston VA 22091

*Learning Disabilities Research, Division of Learning Disabilities, The Council for Exceptional Children, 1920 Association Drive, Reston VA 22091

**Learning Disability Quarterly, Council for Learning Disabilities, P.O. Box 40303, Overland Pk KS 66204

**Mental Retardation, 1719 Kalorama Rd. NW, Washington DC 20009

Mental Retardation and Learning Disability Bulletin, Faculty of Education, 4-116 Education North, University of Alberta, Edmonton, Canda T6G 2G5

Mental Retardation Systems, % Training & Evaluation Service, Waukegan Developmental Center, Dugdale Circle, Waukegan IL 60085

Milieu Therapy, Avalon Center Schools, Old Stockbridge Road, Lenox MA 01240

*Music Educators Journal, Music Educators Assoc., 1902 Association Dr., Reston VA 22091

Narem Journal, Curriculum Development Center, Ministry of Education, Kuala Lumpur, Malaysia

National Forum of Special Education, NFSE Journal, 1705 Plantation Drive, Alexandria LA 71301

Occupational Therapy in Health Care, The Haworth Press, Inc., 28 E. 22nd St., New York NY 10010

Parents Voice, Journal of the National Society of Mentally Handicapped Children, Pembridge Square, London W2 4EP, England

Pediatrics, PO Box 1034, Evanston IL 60204

**Perspectives in Education and Deafness (formerly Perspectives for Teachers of the Hearing Impaired), Gallaudet University, Precollege Programs, 800 Florida Ave. N.E., Washington DC 20002

Physical Therapy, 1156 15th Street NW, Washington DC 20005

Pointer, See Preventing School Failure

*Preventing School Failure, Heldref Publications, 4000 Albemarle St. NW, Suite 302, Washington DC 20016

Rehabilitation Digest, One Yonge Street, Suite 2110, Toronto, Ontario M5E 1E8, Canada

Rehabilitation World, RIUSA 1123 Broadway, New York NY 10010

**Remedial and Special Education (RASE), PRO-ED, 5341 Industrial Oaks Blvd., Austin TX 78735 (Incorporating Exceptional Education Quarterly, Journal for Special Educators, and Topics in Learning and Learning Disabilities)

*Research in Developmental Disabilities (combines Analysis & Intervention in Developmental Disabilities and Applied Research in Mental Retardation), Pergamon Press, Fairview Park, Elmsford, NY 10523

Residential Treatment for Children and Youth, The Haworth Press, Inc., 75 Griswold St., Binghamton NY 13904

**Review (formerly Education of the Visually Handicapped), Heldref Publications, 4000 Albemarle St., N.W., Washington DC 20016

**Roeper Review, Roeper City & Country School, 2190 N. Woodward Avenue, Bloomfield Hills MI 48013

School Media Quarterly, American Association of School Librarians, 50 E. Huron St., Chicago IL 60611

*School Psychology Review, 300 Education Bldg., Kent State University, Kent OH 44242

Sharing Our Caring, Caring, P.O. Box 400, Milton WA 98354

Slow Learning Child, See Exceptional Child

**Social Work, 49 Sheridan Avenue, Albany NY 12210

Special Education: Forward Trends, see **British Journal of Special Education**

Special Education in Canada, see **Canadian Journal for Exceptional Children**

****Special Services in the Schools**, The Haworth Press, Inc., 12 West 32nd St., New York NY 10117-0200

Support for Learning, Longman Group, Subscriptions Dept., Fourth Ave., Harlow, Essex CM19 5AA England

Teacher of the Deaf, 50 Topsham Road Exeter EX24NF, England

Teacher Education and Special Education, Special Press, Suite 2107, 11230 West Ave., San Antonio TX 78213

TEACHING Exceptional Children, 1920 Association Drive, Reston VA 22091

Techniques, CPPC Techniques, 4 Conant Square, Brandon, VT 05733

Topics in Early Childhood Special Education, Pro-Ed, 5341 Industrial Oaks Blvd., Austin TX 78735

Topics in Language Disorders, Aspen Systems Corporation, 16792 Oakmont Ave., Gaithersburg MD 20877

The Tower Review, College of Education, Central State University, Edmond OK 73034-0120

Training Quarterly on Developmental Disabilities (formerly **Training Quarterly on Mental Retardation**), Temple University Woodhaven Center, 2900 Southampton Rd., Philadelphia PA 19154

Volta Review, 3417 Volta Place NW, Washington DC 20007

*Copies of journal articles available from UMI, University Microfilms International, 300 N. Zeeb Rd., Ann Arbor, MI 48106, 800/732-0616.
*Journals monitored for CIJE.
**Copies of journal articles available from Multimedia, Ltd., 158 Pearl St., Toronto, Ontario M5H 1L3.
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****Copies of journal articles available from Library Sales Representative, The Haworth Press, 75 Griswold St., Binghamton, NY 13904.

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SECTION IV

ERIC Abstracts

DIALOG File 1: ERIC - 66-90/FEB.

ED233540 EC160066
Perspectives on the Integration of Regular and Special Education: Eliminating the Knowledge Dichotomy at the University Level.
Aldinger, Loviah E., Ed.
Toledo Univ., Ohio. Coll. of Education and Allied Professions.
May 1983
4fp.
Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Grant No.: G008000881
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055); COLLECTION (020)
Geographic Source: U.S.; Ohio
Journal Announcement: RIEJAN84
Target Audience: Teachers
Five papers describe ways to integrate knowledge from regular and special education at the university level. L. Hudson and M. Carroll ("The Preservice Teacher Experiences Variation in the Meaning Making of Handicapped and Nonhandicapped Learners") review adaptations in a competency based teacher education program to include information on high incidence handicapping conditions and simulation activities. "A Critique of Present Methods of Teaching Remedial Mathematics" by G. Shirk and R. Geiman proposes an alternate approach which features ongoing diagnosis, evaluation of learning processes and consideration of preferred modes of input. In "Public Law 94-142: Equal Educational Opportunity at Last?" S. Snyder traces the American concern with common schooling. Implementation of mainstreaming is the topic of the final two papers: "Individualizing Group Instruction in the Regular Classroom: A Mandate for Secondary Teachers" by C. Warger and M. Henning, and "Socialization as a Goal of Mainstreaming" by J. Ahern. (CL)
Descriptors: *Disabilities; Equal Education; Individualized Instruction; *Mainstreaming; Preservice Teacher Education; Socialization; *Teacher Education

EJ355509 EC192696
Stability and Change in Parents' Expectations about Mainstreaming.
Bailey, Donald B., Jr.; Winton, Pamela J.
Topics in Early Childhood Special Education, v7 n1 p73-88 Spr 1987
Theme Issue: Day Care and Young Handicapped Children.
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJOCT87
Assessment of the expectations of families with handicapped (N=9) and nonhandicapped (N=50) young children before and after the introduction of handicapped children into a day care center revealed both groups felt that greatest benefits were derived from exposing children to the "real" world and promoting acceptance of handicapped children. (Author/CB)
Descriptors: *Attitude Change; *Day Care; *Disabilities; *Expectation; *Mainstreaming; *Parent Attitudes; Young Children

ED215991 SP020140
National Inservice Network: An Emerging Collaborative Effort Between General and Special Educators.
Baker, Kenneth
National Inservice Network, Bloomington, Ind.
May 1979
24p.
Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Personnel Preparation.
Grant No.: G007801840
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Indiana
Journal Announcement: RIESEP82
Requirements in Public Law 94-142 make it advisable for regular education teachers to become directly involved with special education teachers in designing and delivering appropriate instruction for mildly handicapped students. To facilitate these cooperative endeavors, the National Inservice Network (NIN) has two major components. The first component is on a national scale and links inservice education projects funded by the Bureau for the Education of the Handicapped (BEH). These links increase sharing among projects and identify resources and models that may be useful for other state and local school district efforts. The purpose of the second component is to assist state departments of education in Colorado, Indiana, and Maine in developing resource and dissemination networks for local school districts in developing, implementing, and evaluating inservice training in special education for regular educators. The NIN serves as a linking agency to state departments of education and local school districts in each state. Task forces composed of special and regular educators have been established in school districts and engage in a problem solving and planning process. Comprehensive personnel development plans are based on research on locally identified problems and needs. The NIN assists in the diffusion of model programs and effective practices in special education inservice training. Procedures for improving inservice training are based on assessments or diagnosis of needs and are similar to those in the Individualized Education Programming process: setting achievable goals, formulating and implementing action plans, and evaluating results. (JD)
Descriptors: *Cooperative Planning; Elementary Secondary Education; Federal Programs; Information Dissemination; Information Needs; *Inservice Teacher Education; Linking Agents; *Mainstreaming; Mild Disabilities; *Networks; *School

(cont. next page)

DIALOG File 1: ERIC - 66-90/FEB.

Districts; Special Education; Staff Development; *State Boards of Education; Statewide Planning; Teacher Participation; Technical Assistance

EJ345475 EC191130
The Focus of Advocacy in the LD Field.
Biklen, Douglas; Zollers, Nancy
Journal of Learning Disabilities, v19 n10 p579-86 Dec 1986
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJAPR87
Current advocacy efforts in learning disabilities (LD) are critiqued and alternatives to traditional special education such as implementing the effective schools research are reviewed. Five objectives of an advocacy blueprint for a pluralist school include increasing public awareness of the LD experience and making integration the centerpiece of LD advocacy. (DB)
Descriptors: *Child Advocacy; *Educational Philosophy; *Educational Trends; Elementary Secondary Education; *Learning Disabilities; Mainstreaming; *Special Education
Identifiers: *Effective Schools Research

EJ259667 EC141640
Special Education as a Profession.
Birch, Jack W.; Reynolds, Maynard C.
Exceptional Education Quarterly, (The Special Educator as a Professional Person) v2 n4 p1-13 Feb 1982
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJJUL82
The article considers the nature of a profession, the professionalization of special and regular teachers, formal approaches to professional standards, and a five-level restructuring of the roles of regular and special education teachers. (DB)
Descriptors: Administration; *Disabilities; History; Models *Professional Occupations; *Professional Recognition; *Special Education; Standards; *Teacher Education

EJ377618 EC210835
The Regular Education Initiative: Patent Medicine for Behavioral Disorders.
Braaten, Sheldon; And Others
Exceptional Children, v55 n1 p21-27 Sep 1988
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJFEB89
Implications of the regular education initiative for behaviorally disordered students are examined in the context of integration and right to treatment. These students are underserved, often cannot be appropriately served in regular classrooms, are not welcomed by most regular classroom teachers, and have treatment rights the initiative does not meet. (Author/JDD)
Descriptors: *Access to Education; *Behavior Disorders; Civil Rights; Elementary Secondary Education; *Emotional Disturbances; *Mainstreaming; *Special Education; *Student Rights
*Identifiers: *Regular and Special Education Relationship*

ED064830 EC042417
Contiguity and Continuity in General and Special Education.
Bradshaw, James A., Ed.; And Others
Western Interstate Commission for Higher Education, Boulder, Colo.
Jan 1972
186p.; Selected papers of three working conferences (February, 1971)
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.
Contract No.: OEC-0-70-1999(725)
EDRS Price - MF01/PC08 Plus Postage.
Language: ENGLISH
Journal Announcement: RIENOV72
Presented are thirteen selected papers focusing on the relationship of special education to regular education. The first short paper explains the purpose of the conference, while the next three papers discuss various aspects of mental subnormality: that many cases of mental subnormality result from prenatal famine, that mental subnormality resulting from deprivation in the existing society is society's achievement and challenge, and that factors in reproduction relate to mental subnormality. The following paper examines learning disabilities in terms of why a child cannot learn and minimal brain dysfunction. Then discussed are the special education/general education interface and the integration of professional training. A symposium on discontinuity in general education/special education reviews topics related to the realization that a basic problem is the educator himself. Papers on the reintegration of training and a model for the operational implementation of educational research and training in the classroom are than presented. A symposium on strategies, models, and ideas for action in western colleges and universities considers topics such as teacher education and student placement. Rap session comments on conference topics and explanation of the mutual goal of special and regular education are provided last. (CB)
Descriptors: Conference Reports; *Educational Needs; *Educational Philosophy; Educational Programs; Etiology; *Exceptional Child Education; *Handicapped Children; Learning Disabilities; *Mental Retardation; Teacher Education

DIALOG File 1: ERIC - 66-90/FEB.

EJ366038 EC201628
Implications of the Learning Disabilities Definition for the Regular Education Initiative.
Bryan, Tanis; And Others
Journal of Learning Disabilities, v21 n1 p23-28 Jan 1988
For related documents, see EC 201 625-631.
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJJUN88
This paper reviews the implications of definitions of learning disabilities for the Regular Education Initiative. Since heterogeneity (i.e., developmental imbalances, intraindividual gaps) is characteristic of this population, regular classroom modifications alone are unlikely to meet these students' needs and thus special services will continue to be required. (Author/DB)
Descriptors: *Definitions; *Educational Needs; Elementary Secondary Education; Interdisciplinary Approach; *Learning Disabilities; *Mainstreaming; Special Education; *Student Characteristics
Identifiers: *Special Education Regular Education Relationship

ED187076 EC124341
Mainstreaming Special Educators: Interface between Regular and Special Education.
Candler, Ann; Sowell, Virginia
Apr 1980
17p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session F-42).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055); CONFERENCE PAPER (150)
Geographic Source: U.S.; Texas
Journal Announcement: RIEOCT80
The paper focuses on the enhancement of the interface between regular educators and special educators with particular emphasis on effective mainstreaming of special education students. It is pointed out that for the interface to take place, positive interpersonal relationships, cooperative teaching conditions, and specific strategies and techniques for assisting the student in transition from special education to regular education are necessary. An agenda for conferences between regular and special class teachers is outlined; information regarding cooperative planning, shared classroom procedures, and innovative techniques is discussed; and the importance of student motivation is stressed. (SBH)
Descriptors: *Cooperative Planning; *Disabilities; Elementary Secondary Education; *Mainstreaming; Teacher Attitudes; *Teamwork

ED280215 EC192115
Special Education: A Challenge for the 80's.
Chapey, Geraldine
National Council of Administrative Women in Education, New York, NY. New York City Chapter.
[1986
43p.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: EVALUATIVE REPORT (142); POSITION PAPER (120)
Geographic Source: U.S.; New York
Journal Announcement: RIEAUG87
The special education referral-placement phenomenon has reached crisis proportions in New York City. Problems affecting effectiveness of approaches include: inadequate state and federal funding; fragmented decision making; lack of uniform terminology and standardized criteria for special education; lack of training, support services, and resources for teachers; teacher attitudes; lack of trained special education teachers; and conflict between involved special interest groups. A unified system of identification, referral, and placement in special education and mainstreaming programs is needed, involving a network of regular classroom teachers, special education teachers, state administrators, university faculty, and business and community representatives. Such a system should also encompass prevention programs, training and support systems for regular and special education teachers, programs starting at the preschool level and continuing through the university level, and cooperation among special education and regular teachers. Such a program exists at one elementary school in the Bronx, where students are regularly assessed and placed into programs according to grade and ability level. Support services provided by the school include guidance for mainstreamed students, resource rooms, speech therapy, remedial reading and mathematics instruction, school volunteers from among parents and community members, and Board of Education resources in the form of consultant services and help for individual teachers. (CB)
Descriptors: Case Studies; *Disabilities; *Educational Practices; Elementary Secondary Education; Higher Education; Mainstreaming; *Models; *Referral; *Special Education; Student Evaluation; *Student Placement
Identifiers: *New York (New York)

ED215474 EC142133
Issues in the Administration of Special Education.
Colella, Henry V., Ed.
Council for Exceptional Children, Buffalo. New York State Federation of Chapters.
Forum, v5 n6 Win 1979 1979
21p.
Available from: The Forum, 582 Baldy Hall, SUNY/Buffalo, Amherst, NY 14260 (no price quoted).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
(cont. next page)

DIALOG File 1: ERIC - 66-90/FEB.

Language: English
Document Type: SERIAL (022); POSITION PAPER (120); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; New York
Journal Announcement: RIESEP82
Ten brief articles focus on issues in the administration of special education especially in New York State. Articles have the following titles and authors: "Administrative Skills--Coping with the Future" (J. Gross); "The Impact of Public Law 94-142 and Chapter 853 on Regular and Special Education Administrators" (R. Costello); "The Emerging Role of the State Education Department with Emphasis on the Task of Regional Associates" (R. Guarino); "An Educator's Perspective--Due Processes Hearings" (E. McManus); "Collective Negotiations--Does It Lead to Erosion of Administrative Prerogative or Enhancement of Quality of Instruction" (M. Fletcher); "Factors That Support Appropriate Integration of the Handicapped into Regular Classes" (R. Reger); "In-Service Training--The Road to Improving Instruction of the Handicapped In General Education" (C. Podolsky); "Career Education for the Handicapped--Whose Responsibility is Supervision?" (G. Muenster); "The IEP as a Management Tool in Special Education" (P. Irvine) and "Due Process Procedures" (J. Gross). (DB)
Descriptors: *Administration; Administrator Qualifications; Career Education; Collective Bargaining; *Disabilities; Due Process; Federal Legislation; Individualized Education Programs; Inservice Education; Mainstreaming; *Special Education; State Departments of Education; State Legislation
Identifiers: New York

EJ273133 RC504904
Should Non-Handicapped Pupils Be Served.
Davis, William
Education, v103 n1 p30-32 Fall 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJAPR83
Suggests that many special education resource teachers are confused relative to their responsibilities, if any, for serving nonhandicapped pupils in public schools. Suggests that regular education-special education cooperative planning effort can be negatively affected unless the issue of serving nonhandicapped pupils is satisfactorily resolved from both legal and programing perspectives. (Author/BRR)
Descriptors: *Cooperative Planning; *Eligibility; *Resource Teachers; *Role Perception; *Special Education

EJ387199 EC212326
The Regular Education Initiative Debate: Its Promises and Problems.
Davis, William E.
Exceptional Children, v55 n5 p440-46 Feb 1989
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141); POSITION PAPER (120)
Journal Announcement: CIJAUG89
This paper analyzes the debate over the merger of special and regular education through the Regular Education Initiative. It identifies specific problems and issues, suggests strategies for overcoming perceived obstacles, and recommends more substantial involvement of students and special and regular educators at the local education agency level. (Author/JDD)
Descriptors: *Disabilities; *Educational Policy; Educational Practices; *Educational Trends; Elementary Secondary Education; Policy Formation; School Districts; *Special Education
Identifiers: *Regular and Special Education Relationship

ED207978 SP018958
Toward a Research Base for the Least Restrictive Environment: A Collection of Papers.
Denemark, George, Ed.; And Others
Kentucky Univ., Lexington.
Jan 1981
168p.; For related documents, see SP 018 172 and SP 018 554.
Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Grant No.: G007801072
EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); SERIAL (022)
Geographic Source: U.S.; Kentucky
Journal Announcement: RIEFEB82
The eight papers in this compendium were commissioned from faculty and staff members to provide a research and theoretical base for selected components of a University of Kentucky report on a teaching experience involving mainstreamed elementary school children. That experience was reported in "Perspectives of an Ivory Tower Realist," a monograph written by Catherine V. Morsink. Authors are from the University's Departments of Curriculum and Instruction, Educational Psychology and Counseling, Social and Philosophical Studies, Special Education, and the Office of the Dean. Educating handicapped children in the least restrictive environment was the theme of all of the papers, which reflected components of the knowledge base in one or more of four areas: teaching basic skills; classroom management; individualized instruction; and professional values. Articles are included on: (1) educational program evaluation: an overview of data based instruction for classroom teachers; (2) individualizing instruction in the mainstreamed classroom: a mastery learning approach; (3) the relationship between teacher attitudes and values in mainstreaming the minority child; (4) a model for reading instruction of children with learning disabilities based on functional literacy; (5) teaching spelling and writing skills in the mainstreamed elementary classroom; (6) crisis

(cont. next page)

DIALOG File 1: ERIC - 66-90/FEB.

intervention: behavior management of mildly handicapped children in a mainstreamed setting; (7) mainstreaming: implications for regular teachers and special education teachers from research in general classroom management; and (8) values, cultural diversity, and classroom practice: the dilemma of unfulfilled expectations. (JD)

Descriptors: *Classroom Techniques; Crisis Intervention; Cultural Differences; Elementary Education; *Functional Literacy; Individualized Education Programs; *Individualized Instruction; *Mainstreaming; Mastery Learning; Minimum Competencies; Program Evaluation; Student Behavior; Teacher Attitudes; *Teacher Education; *Teacher Effectiveness; Values Writing Instruction

ED074678 EC051698

Instructional Alternatives for Exceptional Children.

Deno, Evelyn N., Ed.

Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.

[1973

211p.

Sponsoring Agency: National Center for Improvement of Educational Systems (DHEW/OE), Washington, D. C.

Grant No.: OEG-0-9-336-005(725)

Available from: The Council for Exceptional Children, 1411 South Jefferson Davis Highway, Arlington, Virginia 22202 ($2.50)

EDRS Price - MF01/PC09 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEAUG73

The monograph presents 15 papers on the provision of special education services within the regular classroom. Common areas of concern of many of the authors include the following: the separation of the regular and special education systems is not educationally sound; traditional ways of labeling handicapped children are of limited educational value; evaluation of outcomes of educational intervention is a public concern; the team approach to diagnosis and treatment has not been as effective as anticipated; and much of the child's learning takes place outside the school. The first section on programs training service strategists presents a paper each on the following five models: statistician, learning problems, consulting teacher, diagnostic prescriptive teacher, and classroom specialist. Resource systems are discussed in four papers of the second section which present precision teaching at both the elementary and secondary levels, a resource system for the educable mentally handicapped, and a general special education resource teacher model. Considered in the third section on structural change approaches are structural reform in an elementary school, structural reform in a total school district, preparing handicapped children for regular class participation, and clarifying sub-system service responsibilities. The final section offers commentaries on future directions and innovations. (DB)

Descriptors: Classification; *Educational Trends; *Exceptional Child Education; *Handicapped Children; Incidental Learning; *Innovation; *Mainstreaming; Program Evaluation; Resource Teachers; Teacher Education; Team Teaching

EJ360242 UD513166

The Social Construction of Mental Retardation.

Ferguson, Philip M.

Social Policy, v18 n1 p51-6 Sum 1987

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)

Journal Announcement: CIJJAN88

Discusses how reform efforts have historically followed a pattern of de facto exclusion of people who are severely retarded. Examines "social constructivism" as a guiding philosophy of current disability forms and presents "critical theory" as alternative perspective for disability studies. (PS)

Descriptors: Civil Rights; Community Programs; Deinstitutionalization (of Disabled); *Exceptional Persons; *Mainstreaming; Normalization (Handicapped); *Severe Mental Retardation

Identifiers: *Critical Theory; *Social Constructivism

ED170799 CS502484

Future Opportunities in Children's Television: Doing Well by Doing Good.

Ferris, Charles D.

Mar 1979

14p.; Paper presented at the Annual Meeting of the National Association of Television Program Executives (Las Vegas, Nevada, March 12, 1979)

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); POSITION PAPER (120)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEOCT79

Viewer disenchantment with children's television can be allayed by creative programing that will also provide incentives to the broadcast industry. News and information programs, as well as entertaining and sensitive dramatizations of children's issues, have already fared well in the marketplace, proving that innovative children's programing can be good business. The technology exists to distribute video programing in a variety of formats, including cable, video cassette, and videodisc. Suggestions for program distribution include the creation of independent superstations serving a national child audience; prime-time family/child programing; consortia of network and independent stations for quality programing; using existing children's series produced by the Department of Health, Education, and Welfare that are offered virtually free of charge to broadcasters; and using the new incentives offered to independent producers to develop quality

(cont. next page)

DIALOG File 1: ERIC - 66-90/FEB.

children's programs for public and commercial television. (DF)
Descriptors: *Broadcast Industry; *Childrens Television; Commercial Television; Communication (Thought Transfer); Communications; *Educational Television; Information Dissemination; Mass Media; *Programing (Broadcast); Public Television; *Television
Identifiers: Federal Communications Commission

ED262876 PS015377
Competencies and Contexts of Friendship Development in a Reverse Mainstreamed Preschool.
Fitzgerald, Nicholas B.
Apr 1985
30p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: U.S.; Indiana
Journal Announcement: RIEMAR86
Target Audience: Researchers
An observational study of classroom behavior was made to identify competencies and contexts of social interaction influencing the development of friendship among preschool children attending an integrated special education classroom. Subjects were six boys and four girls whose ages ranged from 3 to 6 years. Two of the children, a 4-year-old girl and a 5-year-old boy, were enrolled as normal peer models. The eight developmentally delayed children differed in the severity of their mental handicap. Data suggest that friendship between handicapped and nonhandicapped preschool children was an activity-related phenomenon in which the quality of children's relationships was more important than the quantity of interaction. Skills for maintaining social interaction were central to the success of the handicapped children's involvement in cooperative play activities and their subsequent social acceptance by normal peers. Findings also suggest that social relations between normal and handicapped children that originate from a positive base of parallel or adult-directed play are more likely to be sustained and may result in more complex interactions, than if cross-group friendships are initially tested through cooperative activity involvements. Implications for practice are extensively discussed. (RH)
Descriptors: Classroom Observation Techniques; Classroom Research; *Competence; Curriculum Development; Educational Practices; *Friendship; Interpersonal Competence; Intervention ; *Mainstreaming; *Mental Retardation; *Preschool Children; Preschool Education; Relationship; Social Behavior; *Social Development; Special Education
Identifiers: Context Effect; Normal Children; *Reverse Mainstreaming; Scripts (Knowledge Structures); Social Interaction

ED025003 EA001751
Class Size and Pupil Learning.
Furno, Orlando F.; Collins, George J.
Baltimore City Public Schools, Md.
Oct 1967
153p.
EDRS Price - MF01/PC07 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEMAY69
To test the hypothesis that pupil achievement is inversely related to class size, a 5-year study (1959-1964) examined the relationship between class size and pupil achievement in reading and arithmetic. Data were taken from records of the Baltimore public school system for all 16,449 grade 3 pupils in the class of 1959, comprised of 6,568 regular white pupils, 8,341 regular nonwhite pupils, 441 special education white pupils, and 1,099 special education nonwhite pupils. Pupils in smaller classes in both the regular and special education curricula were found to make significantly greater achievement gains than students in larger classes. Smallest class size (1-25) was considerably more productive for nonwhite than for white students. Other variables correlated to class size and pupil achievement included pupil home mobility, parental occupation and level of education, percentage of nonwhite faculty, faculty knowledge, and faculty experience. A review of related research and a description of the research design are included. Extensive comparisons from the study's findings are tabulated and described. (JK)
Descriptors: Ability Grouping; *Achievement Gains; *Arithmetic; *Class Size; Disadvantaged; Educational Research Grade 3; Intelligence Quotient; *Learning Processes; Literature Reviews; Parent Background; Racial Factors; *Reading Achievement; Research Design; Special Education; Statistical Analysis; Teaching Experience

EJ363081 CE518543
Beyond Special Education: Toward a Quality System for All Students.
Gartner, Alan; Lipsky, Dorothy Kerzner
Harvard Educational Review, v57 n4 p367-95 Nov 1987
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Journal Announcement: CIJAPR88
Reviews the first decade of the Education for All Handicapped Children Act and evaluates the process of providing education to handicapped students. Examines changes in the place of the disabled in American society. Argues that a single educational system, special for all students, is needed. (Author/CH)
Descriptors: *Access to Education; *Disabilities; *Educational Discrimination; Elementary Secondary Education; Federal Legislation; Individual Needs; *Mainstreaming;
(cont. next page)

DIALOG File 1: ERIC - 66-90/FEB.

*Special Education
Identifiers: *Education for All Handicapped Children Act

ED307792 EC221057
The Yoke of Special Education: How To Break It. Working Paper.
Gartner, Alan; Lipsky, Dorothy Kerzner
National Center on Education and the Economy, Rochester, NY.
1989
46p.; Part of the Federal Role in Education Working Paper Series.
Sponsoring Agency: Carnegie Corp. of New York, N.Y.; New York State Education Dept., Albany.
Available from: National Center on Education and the Economy, 39 State St., Suite 500, Rochester, NY 14614 ($4.00 each prepaid).
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070); POSITION PAPER (120)
Geographic Source: U.S.; New York
Journal Announcement: RIENOV89
This paper considers what can be done to shape an educational system that meets the needs of all students; it then recommends such a system to replace the existing situation in which certain students are labeled as "handicapped" and placed in separate programs. In evaluating the current situation, the paper examines existing educational practices for students with handicaps, focusing on provisions and implementation of Public Law 94-142, funding, referral and assessment, student placement in the least restrictive environment, and program outcomes. Intermediate strategies are presented for bridging the gap between special and general education to create a unified system. These strategies include, among others, strengthening the holding power of general education and making funds available to meet student needs, regardless of categorical labels or location of services provided. A vision of the future calls for such reforms as: viewing handicap as a social construct, recognizing various types of intelligences, framing the student's "problem" as a mismatch between learning needs and the instructional system, involving parents as partners, focusing on student achievement as the critical outcome, and improving educational productivity. Changes that can be accomplished within the present legislative situation are outlined. (JDD)
Descriptors: *Disabilities; *Educational Change; Educational Objectives; *Educational Practices; Elementary Secondary Education; Federal Legislation; Labeling (of Persons); *Mainstreaming; *Regular and Special Education Relationship; *Special Education
Identifiers: Education for All Handicapped Children Act

EJ364841 EC201524
Tolerance and Technology of Instruction: Implications for Special Education Reform.
Gerber, Michael M.
Exceptional Children, v54 n4 p309-14 Jan 1988
For related documents, see EC 201 522-526.
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJMAY88
Two issues implied in "Placing Children in Special Education" are discussed: a theory of tolerance, which is a range of permissible deviation concerning teachers' perceptions of which students are teachable; and regular classroom teachers' need for increases in instructional resources or technologies to effectively focus on difficult-to-teach students. (Author/JDD)
Descriptors: *Educational Change; *Educational Technology; Elementary Secondary Education; Instructional Materials; *Mild Mental Retardation; *Special Education; *Student Placement; *Teacher Attitudes
Identifiers: *Placing Children in Special Education (NAS); Regular Special Education Relationship

ED208638 EC140307
The Continuing Evolution of Regular and Special Education Collaboration. Resource Report No. 3.
Grayson, Judith M.; And Others
California Regional Resource Center, Los Angeles.
Mar 1980
21p.
Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Media Services and Captioned Films Branch.
Contract No.: 300-77-0476
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: EVALUATIVE REPORT (142)
Geographic Source: U.S.; California
Journal Announcement: RIEMAR82
The paper examines the status and issues involved in collaboration between special education and regular education, a relationship critical to the implementation of P.L. 94-142, the Education for All Handicapped Children Act. A model for interagency collaboration is applied to the situation, with responsibilities, utilization of resources, and procedures examined in terms of current practice and need. A chart outlines recommended approaches to collaboration through personnel development, demonstrations and model sites, technical assistance networks, new legislation, and an attitude change campaign. (CL)
Descriptors: *Cooperative Planning; Demonstration Programs; *Disabilities; *Educational Cooperation; *Special Education Teachers; Staff Development; Teacher Attitudes; Teachers
(cont. next page)

DIALOG File 1: ERIC - 66-90/FEB.

Identifiers: Education for All Handicapped Children Act; *Regular and Special Education Cooperation

EJ366039 EC201629
Examining the Research Base of the Regular Education Initiative: Efficacy Studies and the Adaptive Learning Environments Model.
Hallahan, Daniel P.; And Others
Journal of Learning Disabilities, v21 n1 p29-35,55 Jan 1988
For related documents, see EC 201 625-631.
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070); POSITION PAPER (120)
Journal Announcement: CIJJUN88
The article examines the research used to support the Regular Education Initiative, especially the literature on the efficacy of special education and studies examining the Adaptive Learning Environments Model, a mainstreaming program. The support provided by these lines of research, however, is seen to be minimal. (Author/DB)
Descriptors: Elementary Secondary Education; Evaluation; *Instructional Effectiveness; *Mainstreaming; *Mild Disabilities; *Research Reports
Identifiers: *Adaptive Learning Environments Model; *Special Education Regular Education Relationship

ED175212 EC120165
Mainstreaming: Merging Regular and Special Education.
Hasazi, Susan E.; And Others
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
1979
48p.
Available from: Phi Delta Kappa Educational Foundation, 8th Street and Union Avenue, Bloomington, Indiana 47401 ($0.75)
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070)
Geographic Source: U.S.; Kansas
Journal Announcement: RIEJAN80
The booklet on mainstreaming looks at the merging of special and regular education as a process rather than as an end. Chapters address the following topics (sample subtopics in parentheses): what is mainstreaming; pros and cons of mainstreaming; forces influencing change in special education (educators, parents and advocacy groups, the courts, federal policy and legislation); the intent of P.L. 94-142, the Education for All Handicapped Children Act (state requirements, local education agency requirements, zero reject model of education, individualized educational program, least restrictive environment, nondiscriminatory testing, and due process safeguards); roles and responsibilities of regular and special educators parent-teacher partnership (professional mishandling of parents and parents' mishandling of professionals); implications for the future (research); and gaining community support. (SBH)
Descriptors: *Change Agents; Elementary Secondary Education *Handicapped Children; Individualized Programs; *Legislation; *Mainstreaming; Parent Teacher Cooperation; State of the Art Reviews; *Teacher Role
Identifiers: *Education for All Handicapped Children Act

ED158448 EC111278
Is Special Education Worth the Cost?
Hayes, Robert B.
1977
8p.; Paper presented at the Mid-Atlantic Research and Development Association Conference; For related information, see EC 092 201
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150)
Geographic Source: U.S.; Pennsylvania
Journal Announcement: RIEJAN79
Summarized are findings and reported in tables are data from the 1975-76 evaluation of Pennsylvania's special education services for 2,308 trainable and educable mentally retarded, physically handicapped, brain injured, and socially and emotionally disturbed elementary and secondary students. It is explained that measures of student progress (statistics are appended for each handicapping classification), program ratings, and cost analyses of special education, compared to regular education indicated three major findings: the quality of instructional programs is generally good; the students are generally making excellent progress in basic skills and social maturity; and costs on an average daily membership basis for the five major categories range from about two or three and one-half times higher than regular education. (CL)
Descriptors: *Academic Achievement; *Cost Effectiveness; Emotional Disturbances; Exceptional Child Research; *Handicapped Children; Mental Retardation; Mild Mental Retardation; Neurological Impairments; Physical Disabilities; *Program Effectiveness; *Program Evaluation; *State Programs; Trainable Mentally Handicapped
Identifiers: *Pennsylvania

EJ265429 CE512211
Meeting Special Educational Needs in the Ordinary School.
Hegarty, Seamus
Educational Research, v24 n3 p174-81 Jun 1982
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJNOV82
Discusses a study that examined the provision of handicapped children in ordinary schools and identified factors which lead to successful integration. Examined facility needs, staffing, curriculum, practicalities, the social dimension, and parents. (Author/JOW)
Descriptors: *Disabilities; *Educational Needs; Elementary
(cont. next page)

DIALOG File 1: ERIC - 66-90/FEB.

Secondary Education; *Mainstreaming; *Normalization (Handicapped); *Special Education; *Traditional Schools
Identifiers: Great Britain

EJ363467 EC201170
The Regular Education Initiative: A Concerned Response.
Heller, Harold W.; Schilit, Jeffrey
Focus on Exceptional Children, v20 n3 p1-6 Nov 1987
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJAPR88
Target Audience: Policymakers
The response by a group of special educators to the Regular Education Initiative of the Office of Special Education and Rehabilitative Services examines nine assumptions on which the initiative is based and makes recommendations concerning experimentation, replication, implementation, and necessary changes in school organization (such as heavy involvement of regular educators.) (DB)
Descriptors: *Disabilities; Elementary Secondary Education; Government Role; Interdisciplinary Approach; *Mainstreaming; Opinions; *Policy Formation; *School Organization
Identifiers: *Regular Special Education Initiative

EJ336032 EC182868
Patterns of Social Interaction of Mainstreamed Preschool Children: Hopeful News from the Field.
Herink, Nancy; Lee, Patrick C.
Exceptional Child, v32 n3 p191-99 Nov 1985
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJSEP86
Observation in mainstreamed preschools revealed that retarded Ss were integrated into the peer group's social and emotional, but not verbal, life; teachers' initiation of social integration with retarded Ss was inversely related to degree of peer group integration; and retarded Ss received more enrichment and protection from teachers than from peers. (CL)
Descriptors: Interaction; *Mainstreaming; *Mental Retardation; *Peer Acceptance; *Peer Relationship; Preschool Education; Teacher Role

EJ271224 EC150401
At the Heart of the Advocacy Dilemma: A Mechanistic World View.
Heshusius, Lous
Exceptional Children, v49 n1 p6-13 Sep 1982
Language: English
Document Type: REVIEW LITERATURE (070); JOURNAL ARTICLE (080)
Journal Announcement: CIJMAR83
The conflict which sometimes arises between acting simultaneously as a child advocate and as a professional employee is related to the philosophical underpinnings of special education today. (Author)
Descriptors: *Child Advocacy; *Disabilities; *Educational Philosophy; Elementary Secondary Education; Models; Special Education; Teacher Role

EJ390572 EC212722
Students' Preferences for Service Delivery: Pull-out, In-Class, or Integrated Models.
Jenkins, Joseph R.; Heinen, Amy
Exceptional Children, v55 n6 p516-23 Apr 1989
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142)
Journal Announcement: CIJOCT89
The study assessed elementary students' (N=680) preferences concerning special instruction for learning difficulties. Results of student interviews indicated children's preferences for in-class and pull-out services were affected by the service delivery model they experienced though most children preferred to receive additional help from their classroom teacher rather than a specialist. (Author/DB)
Descriptors: *Delivery Systems; Interviews; *Learning Disabilities; *Mainstreaming; *Mild Disabilities; Remedial Instruction; Resource Room Programs; Resource Teachers; *Student Attitudes

EJ323751 EC180601
Integrating Normal and Handicapped Preschoolers: Effects on Child Development and Social Interaction.
Jenkins, Joseph R.; And Others
Exceptional Children, v52 n1 p7-17 Sep 1985
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJJAN86
The study evaluated effects of integrated special education preschool programs, relative to comparable groups of children in nonintegrated special education preschools, across a broad assessment battery. Children in both types of programs made significant gains across the year, while Ss in integrated classes scored significantly higher only on a social play measure taken in an analog setting. (Author/CL)
Descriptors: Child Development; *Interaction; Interpersonal Competence; *Mainstreaming; *Mild Disabilities; Peer Relationship

DIALOG File 1: ERIC - 66-90/FEB.

EJ335949 EC182685
Impacts of Labeling and Competence on Peers' Perceptions: Mentally Retarded versus Nonretarded Perceivers.
Johnson, Connie G.; And Others
American Journal of Mental Deficiency, v90 n6 p663-68 May 1986
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJSEP86
Regular-class and special-education class junior high students (N=64) indicated their trait perceptions of and willingness to interact with same-sex target children who were either competent or incompetent spellers and who were labled regular-class or special-class students. There was no evidence that special-education students internalize prevailing negative attitudes toward their group. (Author/CL)
Descriptors: Junior High Schools; *Labeling (of Persons); *Mild Mental Retardation; *Peer Acceptance; *Student Attitudes

ED281903 UD025441
Current Issues and Future Directions in Special Education.
Jordan, June B.; Erickson, Donald K.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va. Council for Exceptional Children.
Jan 1987
19p.; In: Trends and Issues in Education, 1986 (see UD 025 435).
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Contract No.: NIE-P-85-0008
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: ERIC PRODUCT (071)
Geographic Source: U.S.; Virginia
Journal Announcement: RIESEP87
There are many unresolved issues in the education of exceptional children and youth. This report addresses four topics of current interest and concern: (1) Gifted education -- the gifted and talented are currently underserved and underachieving, in part because federal support is not available. Problem areas in this context include: defining the gifted, extending special programming to the gifted, and selecting appropriate learning programs. (2) The relationship between regular and special education -- this must be restructured to achieve shared responsibilities between general and special practitioners and more effective use of the resource room and consultant models. (3) Secondary special education and the transition from school to work -- issues, needs, and work remaining to be done in both these areas are discussed, and future directions and challenges are listed. (4) Early childhood, birth to three -- programs for young handicapped children have experienced a rapid increase, with an emerging focus on the at-risk infant. The following issues are covered: school involvement, work with families, personnel, and research directions. A reference list covering all four issues is appended. (PS)
Descriptors: Ability Identification; *Academically Gifted; Early Childhood Education; Educational Improvement; Educational Trends; *Education Work Relationship; Elementary Secondary Education; *Exceptional Persons; *High Risk Persons Individualized Instruction; Infants; Resource Room Programs; *Special Education; *Transitional Programs; Underachievement
Identifiers: Educational Issues; Excellence in Education

EJ190577 EC110981
The Challenge of Renegotiating Relations between Regular and Special Education--A Conversation with Maynard C. Reynolds.
Jordan, June B., Ed.
Education and Training of the Mentally Retarded, v13 n3 p303-08 Oct 1978
Language: ENGLISH
Journal Announcement: CIJMAR79
Presented in question and answer format, the article reports on an interview with M. Reynolds which focused on the challenge of renegotiating relations between regular and special educators in light of their changing roles, and the implications of Public Law 94-142 (Education for All Handicapped Children Act) and the individualized education plan it requires. (Author/PHR)
Descriptors: Federal Legislation; *Handicapped Children; Individualized Programs; *Interviews; *Role Perception; Special Education; *Special Education Teachers; *Teacher Attitudes; *Teachers
Identifiers: Education for All Handicapped Children Act; Reynolds (Maynard)

EJ366035 EC201625
Arguable Assumptions Underlying the Regular Education Initiative.
Kauffman, James M.; And Others
Journal of Learning Disabilities, v21 n1 p6-11 Jan 1988
For related documents, see EC 201 626-631.
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJJUN88
Target Audience: Policymakers
Basic assumptions of the Regular Education Initiative (which encourages closer coordination of regular and special education) were examined. The authors assert that students are not overidentified for special education, that student failure is not due only to teacher shortcomings, and that variability in student performance will increase not decrease if effective instruction is occurring. (Author/DB)
Descriptors: *Delivery Systems; Elementary Secondary Education; Government Role; *Interdisciplinary Approach; Mainstreaming; *Mild Disabilities; *Special Education
Identifiers: *Special Education Regular Education Relationship

DIALOG File 1: ERIC - 66-90/FEB.

ED307793 EC221058
The Regular Education Initiative as Reagan-Bush Education Policy: A Trickle-Down Theory of Education of the Hard-To-Teach.
Kauffman, James M.
Virginia Univ., Charlottesville. School of Education.
1989
35p.; Supported in part by the University of Virginia's Commonwealth Center for the Education of Teachers. To be published in the Journal of Special Education; v22 n3 Fall 1989.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070); POSITION PAPER (120)
Geographic Source: U.S.; Virginia
Journal Announcement: RIENOV89
Proposals for restructuring and integration of special and general education, known as the regular education initiative (REI), represent a revolution in the basic concepts related to the education of handicapped students that have provided the foundation of special education for over a century. Education policy, as presented by Presidents Reagan and Bush, has consisted of: fostering an image of achieving excellence, regardless of substantive change; federal disengagement from education policy; and block funding of compensatory programs. All three strategies are viewed as having a negative effect on programs for special needs students. Thus, the REI is considered a flawed policy initiative which focuses on a small number of highly emotional issues such as integration, nonlabeling, efficiency, and excellence for all. Further objections to the REI are that it does not have the support of critical constituencies, rests on illogical premises, ignores the issue of specificity in proposed reforms, and reflects a cavalier attitude toward experimentation and research. Several changes in direction are recommended for the achievement of meaningful reforms; these include obtaining the support of critical constituencies, increasing attention to the effectiveness of educational strategies rather than the place in which they are implemented, and focusing efforts on incremental improvements in the current system. (Author/JDD)
Descriptors: *Disabilities; *Educational Change; *Educational Policy; Educational Practices; Elementary Secondary Education; Excellence in Education; Federal Programs ; Government Role; Labeling (of Persons); *Mainstreaming; *Special Education; Student Needs

EJ053061 EC041127
Towards Integration
Kendall, David
Special Education in Canada, 46, 1, 19-25, 28-34 Nov 1971
Language: ENGLISH
Journal Announcement: CIJJUN72
Examined are arguments for and against segregated special classes and schools for exceptional children, and the relationship between special education and regular education. (CB)
Descriptors: *Exceptional Child Education; *Handicapped Children; *Special Classes; *Special Schools

EJ366037 EC201627
Improving Services for Problem Learners: Rethinking and Restructuring.
Keogh, Barbara K.
Journal of Learning Disabilities, v21 n1 p19-22 Jan 1988
For related documents, see EC 201 625-631.
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJJUN88
Target Audience: Policymakers
The proposed merger of special and regular education is analyzed relative to conditions of mild handicap and the capability of the regular education system to serve all pupils effectively. Conditions necessary for restructuring include support for research and evaluation, the study of programs as well as individuals, and multiple program models. (Author/DB)
Descriptors: Elementary Secondary Education; Individual Differences; Interdisciplinary Approach; *Mainstreaming; *Mild Disabilities; *Research Needs
Identifiers: *Special Education Regular Education Relationship

EJ325308 EC180792
The Effects of Integration on the Mathematics Achievement of Hearing Impaired Adolescents.
Kluwin, Thomas N.; Moores, Donald F.
Exceptional Children, v52 n2 p153-60 Oct 1985
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJFEB86
Mathematics achievement of 36 students in mainstreamed mathematics classes was compared with 44 students in self-contained classes. Analysis showed that integrated students performed significantly better than self-contained Ss. A model is proposed to account for differences: higher expectations, exposure to greater quantities of demanding material, availability of individual support, and training in academic content for regular mathematics teachers. (Author/CL)
Descriptors: Achievement Gains; *Hearing Impairments; *Mainstreaming; *Mathematics Achievement; Secondary Education *Special Classes; Student Placement

ED197463 EA013288
Declining Enrolments and Its Ramification for Special Education.
Kobrick, Judi B.; Reich, Carol
Commission on Declining School Enrolments in Ontario, Toronto.

(cont. next page)

DIALOG File 1: ERIC - 66-90/FEB.

Aug 1978
47p.; For related documents, see EA 013 260-308.
Report No.: CODE-WP-36
Available from: Publications Centre, Ministry of Government Services, 880 Bay St., 5th Floor, Queen's Park, Toronto, Ontario M7A 1N8 Canada (Record No. ON01518/CODE00323; $.50 microfiche).
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: Canada; Ontario
Journal Announcement: RIEJUN81
Government: Foreign
Despite declining enrollment in school populations in Ontario, the number of children requiring special education is increasing. The four factors working to increase special education enrollment include (1) an increased survival rate of children with disabilities, (2) a change in assessment categories, (3) an atmosphere in which educators feel obligated to provide services to all children, and (4) earlier and more intensive provision of services to handicapped children. In conjunction with this report, a survey of 193 boards and 12 teacher education institutions in the province revealed that 28 percent of the respondents felt pupil reduction would have deleterious effects on special education, but that 38 percent hoped for an increase in the quantity or quality of their services. The current trend toward integration of handicapped children into the regular classroom requires the recruitment and training of support personnel to assist in mainstream classes and the special inservice training of regular class teachers. Funding remains the biggest problem in expanding and restructuring special education programs to meet current needs. (Author/WD)
Descriptors: *Declining Enrollment; Disabilities; Educational Needs; Elementary Secondary Education; Foreign Countries; Handicap Identification; Inservice Teacher Education; Mainstreaming; Retrenchment; *Special Education; Special Programs; Surveys
Identifiers: Ontario

EJ349257 EC191641
Effective Teaching for Mainstreamed Students Is Effective Teaching for All Students.
Larrivee, Barbara
Teacher Education and Special Education, v9 n4 p173-79 Fall 1986
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJJUN87
A large-scale longitudinal study identified, through assessment of 118 classroom teachers and selected mainstreamed students (most of whom were learning disabled), 15 effective teaching behaviors for mildly handicapped students, including assignment of learning tasks with high success rates, frequent positive feedback, efficient use of classroom time, and limited punitive interventions. (Author/CB)
Descriptors: Elementary Secondary Education; *Instructional Effectiveness; *Learning Disabilities; Longitudinal Studies; *Mainstreaming; *Mild Disabilities; *Teacher Behavior; Teacher Characteristics; *Teacher Effectiveness

EJ366043 EC201633
The Regular Education Initiative: Some Unanswered Questions.
Lerner, Janet W.
Learning Disabilities Focus, v3 n1 p3-7 Fall 1987
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJJUN88
Target Audience: Policymakers
Concerns raised by the regular education initiative of the Office of Special Education and Rehabilitation Services include: the possible elimination of services to learning disabled students, the greater potential for school failure and its relatively greater damage than the "learning disability" label, and the inappropriateness of the regular classroom for the severely learning disabled child. (DB)
Descriptors: *Delivery Systems; Educational Needs; Elementary Secondary Education; Labeling (of Persons); *Learning Disabilities; *Mainstreaming; *Special Education
Identifiers: *Regular Education Special Education Relationship

EJ353991 EC192518
Perceived Training Needs of Regular and Special Education Student Teachers in the Area of Mainstreaming.
Leyser, Yona; Abrams, Peter D.
Exceptional Child, v33 n3 p173-80 Nov 1986
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJSEP87
Responses to a questionnaire revealed that regular education student teachers (N=155) and special education student teachers (N=51) perceived a need for additional training in several similar areas concerned with mainstreaming, including communication, classroom management, evaluation, and professional knowledge needs also identified in the research on practicing teachers. (Author/CB)
Descriptors: Classroom Techniques; Comparative Analysis; *Educational Needs; *Higher Education; Knowledge Level; *Mainstreaming; Preservice Teacher Education; *Public School Teachers; *Special Education Teachers; *Student Teacher Attitudes

EJ316956 EC172398
Special Education and Regular Education: A Merger Made in Heaven?
Lieberman, Laurence M.
(cont. next page)

DIALOG File 1: ERIC - 66-90/FEB.

Exceptional Children, v51 n6 p513-16 Apr 1985
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJAUG85
The author responds to an earlier article calling for a merger of special and regular education by suggesting that special education must maintain its own separate identity. (CL)
Descriptors: *Disabilities; Educational Philosophy; Elementary Secondary Education; *Special Education

EJ383982 EC211684
The Regular Education Initiative: A Force for Change in General and Special Education.
Lilly, M. Stephen
Education and Training in Mental Retardation, v23 n4 p253-60 Dec 1988
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120); REVIEW LITERATURE (070)
Journal Announcement: CIJJUN89
The article provides a definition of the Regular Education Initiative, considers implications for students with mild learning and behavior problems and examines such issues as labeling, assessment, identification, placement, and attitudes in special education. (DB)
Descriptors: Attitudes; Definitions; *Educational Policy; *Educational Trends; *Elementary Secondary Education; Handicap Identification; Labeling (of Persons); Mainstreaming; *Mild Disabilities; Student Evaluation; Student Placement; Trend Analysis
Identifiers: *Regular and Special Education Relationship

EJ347257 EC191338
Lack of Focus on Special Education in Literature on Educational Reform.
Lilly, M. Stephen
Exceptional Children, v53 n4 p325-26 Jan 1987
For related documents, see EC 191 334-339.
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJMAY87
It is suggested that current shortcomings of special education services may lead authors of national education reports to focus on improvement of general education opportunities for all students rather than increased compensatory education. Special educators must work toward more effective integration of regular and special education. (Author)
Descriptors: Delivery Systems; *Educational Change; *Educational Policy; *Educational Trends; Elementary Secondary Education; *Mainstreaming; *Mild Disabilities; National Surveys; *Special Education

EJ361096 EC200999
Capable of Achievement and Worthy of Respect: Education for Handicapped Students as if They Were Full-Fledged Human Beings.
Lipsky, Dorothy Kerzner; Gartner, Alan
Exceptional Children, v54 n1 p69-74 Sep 1987
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJFEB88
Limitations of the current division of the general and special education service delivery systems are identifid with focus on disabling attitudes of general and special educators. Stressed is the need for a unified educational system which meets the special needs of all students. (DB)
Descriptors: *Delivery Systems; *Disabilities; Elementary Secondary Education; Individualized Instruction; Mainstreaming; *Special Education

EJ366041 EC201631
Redefining the Applied Research Agenda: Cooperative Learning, Prereferral, Teacher Consultation, and Peer-Mediated Interventions.
Lloyd, John Wills; And Others
Journal of Learning Disabilities, v21 n1 p43-52 Jan 1988
For related documents, see EC 201 625-630.
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070); POSITION PAPER (120)
Journal Announcement: CIJJUN88
Recent literature on four intervention approaches--cooperative learning, prereferral teams, consulting teachers, and peer tutoring--recommended for accommodating atypical learners in general education settings is reviewed. It is concluded that the research to date does not justify reducing special education services. (Author/DB)
Descriptors: Classroom Techniques; Consultation Programs; Cooperation; Elementary Secondary Education; *Instructional Effectiveness, *Intervention; *Mild Disabilities; Peer Teaching; Referral; *Remedial Instruction; Tutoring
Identifiers: Special Education Regular Education Relationship

ED157218 EC110775
Comprehensive Approach to Pupil Planning: Stage I - Classroom Support (Includes Classroom Support Procedures). Experimental Edition.
Mabry, Ann; Kaufman, Martin J.
Connecticut State Dept. of Education, Hartford. Bureau of Pupil Personnel and Special Education Services.
[1977

(cont. next page)

DIALOG File 1: ERIC - 66-90/FEB.

61p.; Some pages in the Procedures may have poor print due to colored print in the original; print on forms may be too small to read easily; For related information, see EC 110 776-778
EDRS Price - MF01/PC03 Plus Postage.
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEDEC78
Target Audience: Practitioners
Presented is Stage I of the Comprehensive Approach to Pupil Planning (CAPP) System, a three-stage model for planning educational interventions in the regular and special education classrooms and for guiding placement decisions. The guide consists of the following: an overview of the CAPP System; an introduction to Stage I on classroom support (which includes a chart of Stage I activities and a breakdown of activities to be performed by the teacher, specialist, and coordinator; and a glossary of acronyms and terms used in the system); instructions for completing each section of the Classroom Support Folder used to document Stage I information; examples of notes and letters for communicating with parents; and procedures for finalizing the Classroom Support Stage. Also provided is a copy of the Classroom Support Folder which contains sections for recording teacher request for support, classroom planning worksheet, plan for alternative strategy, and additional services recommendation. (SBH)
Descriptors: Conceptual Schemes; Decision Making; *Educational Programs; Elementary Secondary Education; *Handicapped Children; *Models; *Program Development; Program Guides; Records (Forms); Student Placement
Identifiers: *Comprehensive Approach to Pupil Planning

EJ331124 CS732385
Special Education vs. "Regular" Education: Bridging the Culture Gap.
Martin, David S.
Clearing House, v59 n6 p259-62 Feb 1986
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJJUN86
Examines the gap between educators of handicapped students and educators of nonhandicapped students to discover ways the gap is destructive and ways it can be bridged. (FL)
Descriptors: *Cultural Differences; Elementary Secondary Education; Mainstreaming; *Special Education; *Student Needs; *Teacher Attitudes

EJ366044 EC201634
Developing Public Policy Concerning "Regular" or "Special" Education for Children with Learning Disabilities.
Martin, Edwin W.
Learning Disabilities Focus, v3 n1 p11-16 Fall 1987
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJJUN88
The article reviews the history of public policy, legislation, and services affecting learning disabled children in the context of professional differences concerning definitional issues and anxieties about current initiatives to serve learning disabled students in the regular classroom. The need for solid research on effective instruction with these groups is stressed. (DB)
Descriptors: *Definitions; *Delivery Systems; *Educational Legislation; Educational Needs; Educational Policy; Elementary Secondary Education; *Learning Disabilities; *Mainstreaming; *Public Policy
Identifiers: *Regular Education Special Education Relationship

ED102102 SP008880
Special Education and Consulting Teachers.
McKenzie, Hugh S.
Vermont State Dept. of Education, Montpelier. Div. of Special Education and Pupil Personnel Services.; Vermont Univ., Burlington. Coll. of Education.
May 1971
41p.; Based on paper presented at the Banff International Conference on Behavior Modification (3rd, University of Calgary, Calgary 44, Alberta, Canada, April 1971)
Sponsoring Agency: Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.; Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEJUN75
One of several possible systems for delivering special education services, a consulting teacher approach seeks to manage and educate handicapped children in regular elementary classrooms. Vermont has adopted this approach for certain handicapped children because it is less costly and disruptive, avoids labeling and extensive testing, provides normal peer models, and trains regular teachers in special education. During a 2-year graduate program, students preparing to be consulting teachers receive training in the individualization of instruction, analysis of behavior, and research as well as supervised experience in consulting with and training teachers through services to 32 handicapped children. The training program is evaluated mainly by services students provide to handicapped children. (An 18-item bibliography is included.) (Author)
Descriptors: Behavioral Science Research; *Consultants; Elementary Education; Enrichment; *Graduate Study; *Handicapped Children; Individualized Instruction; *Mainstreaming; Research; Resource Teachers; *Special Education Teachers; Teacher Education
Identifiers: *Vermont

DIALOG File 1: ERIC - 66-90/FEB.

EJ366036 EC201626
The Need for Policy Analysis in Evaluating the Regular Education Initiative.
McKinney, James D.; Hocutt, Anne M.
Journal of Learning Disabilities, v21 n1 p12-18 Jan 1988
For related documents, see EC 201 625-631.
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJJUN88
Target Audience: Policymakers
The paper presents the concept of policy analysis, as distinct from policy advocacy, in light of recent proposals to restructure present special and regular education practice with mildly handicapped students. A comprehensive policy analysis to clarify the objectives of the Regular Education Initiative is recommended to assess its impact. (Author/DB)
Descriptors: Educational Needs; *Educational Policy; Elementary Secondary Education; Mainstreaming; *Mild Disabilities; *Policy Formation; *Special Education
Identifiers: *Policy Analysis; *Special Education Regular Education Relationship

EDOB1878# UD013795
Labeling the Mentally Retarded: Clinical and Social System Perspectives on Mental Retardation.
Mercer, Jane R.
1973
329p.
Sponsoring Agency: National Inst. of Mental Health (DHEW), Bethesda, Md.; Public Health Service (DHEW), Washington, D.C.
Available from: University of California Press, Berkeley, Calif. 94720 ($10.95)
Document Not Available from EDRS.
Language: ENGLISH
Journal Announcement: RIEJAN74
Mental retardation exists as a category of thought, a way of classifying people. Traditionally, two models have been used in making such classifications: the pathological model of medical practitioners, and the statistical model of psychologists and other behavioral scientists. Both regard mental retardation as individual pathology characterized by symptoms that manifest themselves in comparable forms in all sociocultural segments of American society. In the clinical approach, a set of operations are developed for evaluating the objects of experience along those dimensions which have been selected as the basis for classification. In the social system approach, the meaning of the concept "mental retardation" rests in understanding the use to which the concept is put, e.g. how the concept is used to sort out, classify, and label people. When we comprehend this sorting and labeling process and the outcomes of the process in terms of who is and who is not labeled, then we comprehend the meaning of mental retardation in an American community. In the social system epidemiology, we began in the empirical world of Riverside and attempted to locate all these persons who were holding the status and playing the role of mental retardate in any of the social systems of the community. Beginning at the level of experience and analyze the characteristics which persons labeled as mentally retarded by different types of social systems had in common and those characteristics on which they differed, we moved, inductively, from the empirical world up the abstraction ladder to the mental construct of the meaning of mental retardation in the city of Riverside. (Author/JM)
Descriptors: *Classification; Clinical Diagnosis; *Demography; *Educational Diagnosis; Medical Evaluation; *Mental Retardation; Psychological Evaluation; Role Perception ; Role Theory; Social Systems; Student Evaluation; Urban Population
Identifiers: *California

EJ316955 EC172397
Commentary on "A Rationale for the Merger of Special and Regular Education" or, Is It Now Time for the Lamb to Lie Down With the Lion?
Mesinger, John F.
Exceptional Children, v51 n6 p510-12 Apr 1985
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJAUG85
The author responds to a previous article calling for the merger of special and regular education by emphasizing the need for more quality preservice teacher education programs. (CL)
Descriptors: *Disabilities; *Educational Philosophy; Elementary Secondary Education; *Special Education

EJ296325 UD510631
Assessment in Context: Appraising Student Performance in Relation to Instructional Quality.
Messick, Samuel
Educational Researcher, v13 n3 p3-8 Mar 1984
Language: English
Document Type: POSITION PAPER (120)
Journal Announcement: CIJJUN84
Discusses report by a National Research Council panel on the overrepresentation of minority children and males in special education programs, especially for the educable mentally retarded. Identifies and discusses two key issues: (1) validity of referral and assessment procedures, and (2) quality of instruction received in regular classroom and special education settings. (CJM)
Descriptors: Academic Achievement; Black Students; Criterion Referenced Tests; *Educational Diagnosis; Educational Needs; Elementary Secondary Education; Equal Education; Males; *Mild Mental Retardation; Minority Group Children; Racial Bias; *Racial Composition; *Special Education; *Student Placement
Identifiers: National Research Council

DIALOG File 1: ERIC - 66-90/FEB.

EJ334326 EC182417
Differences in Teacher Perceptions and Student Self-Perceptions for Learning Disabled and Nonhandicapped Learners in Regular and Special Education Settings.
Morrison, Gale M.
Learning Disabilities Research, v1 n1 p32-41 Win 1985
Journal Availability: see EC 182 415.
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJAUG86
The self-perceptions of students were compared to parallel ratings by their teachers for four groups of subjects: 69 nondisabled, 18 learning-disabled-resource room, 25 learning-disabled-resource room, and 33 learning-disabled special class students. Results varied according to which teacher and students, which setting, and which aspect of self and teacher perceptions were rated. (Author/CL)
Descriptors: Elementary Secondary Education; *Learning Disabilities; Mainstreaming; Resource Room Programs; *Self Concept; Special Classes; *Student Attitudes; *Student Placement; *Teacher Attitudes

ED302026 EC211823
How "Special" Should the Special Ed Curriculum Be? Experts Debate Merits of Academics, "Life Skills."
O'Neil, John
Association for Supervision and Curriculum Development, Alexandria, Va.
Curriculum Update, Sep 1988 Sep 1988
10p.
Available from: Association for Supervision and Curriculum Development, 125 North West St., Alexandria, VA 22314-2798 ($1.00, include self-addressed stamped envelope, stock number 611-88044).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: SERIAL (022); POSITION PAPER (120)
Geographic Source: U.S.; Virginia
Journal Announcement: RIEMAY89
The newsletter issue reports on the current debate on the merits of academics versus "life skills" in the education of mildly handicapped students as well as the proposed Regular Education Initiative, a plan to better unify regular and special education. Noted are the increased numbers of students identified as handicapped with the number of children receiving services for learning disabilities increasing by more than 140% in 10 years. Also noted is the high dropout rate (over 30%) of students enrolled in secondary special education programs. Differences of opinion among educators about whether secondary level mildly handicapped students should be provided the standard curriculum or an alternative "functional" curriculum stressing daily living skills are explored. Also discussed are issues concerning the instructional fragmentation caused by pull-out programs and the need for better preparation of regular teachers. A related article reports on controversy concerning the Regular Education Initiative. Differing opinions on the effects of "pull-out" programs, the possible loss of past special education gains, and needed federal support of exploratory programs are also given. (DB)
Descriptors: *Curriculum Development; *Daily Living Skills; *Educational Philosophy; Educational Trends; Elementary Secondary Education; Incidence; *Mainstreaming; *Mild Disabilities
Identifiers: *Regular and Special Education Relationship

EJ311971 EC171601
Toward an Holistic View of Persons with Learning Disabilities.
Poplin, Mary S.
Learning Disability Quarterly, v7 n4 p290-94 Fall 1984
Special Issue: Holism.
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJMAY85
The introduction to the special issue on holism with learning disabled students addresses five current practices not espoused by the holistic model: segmentation of learning, narrow school goals, preoccupation with students' deficits, lack of consideration of student interests/needs in selecting curricula, and obsession with objectivity and fact. (CL)
Descriptors: Curriculum Development; *Educational Philosophy ; Elementary Secondary Education; *Holistic Approach; *Learning Disabilities; *Models

EJ383543 EC201347
Self-Imposed Blindness: The Scientific Method in Education.
Poplin, Mary Simpson
Remedial and Special Education (RASE), v8 n6 p31-37 Nov-Dec 1987
For related information see EC 201 345-350.
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJAPR88
Target Audience: Researchers
The article examines the philosophical bases of scientific quantitative research methods as applied to special education research and concludes that such methods may have distorted rather than aided understanding. Establishment of a body of knowledge derived from qualitative research is recommended. (Author/DB)
Descriptors: *Disabilities; *Educational Research; Elementary Secondary Education; *Qualitative Research; *Research Methodology; *Research Needs; Scientific Methodology ; *Special Education

DIALOG File 1: ERIC - 66-90/FEB.

EJ229410 AA531952
Mainstreaming--A Concept in Need of Operational Clarification.
Pratt, Evelyn; Watkins, J. Foster
Capstone Journal of Education, v1 n1 p5-15 Jun 1980
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Journal Announcement: CIJJAN81
With special reference to Alabama schools, the authors review the development of the mainstreaming concept and consider some of the attitudinal, definitional, organizational, and regulatory problems inhibiting this reintegration of regular and special education. (SJL)
Descriptors: Administrative Change; *Administrative Problems; Attitudes; Definitions; Delivery Systems; *Mainstreaming; *Program Implementation
Identifiers: Alabama

ED240079 SP023697
Reconceptualizing Support Services for Classroom Teachers: Implications for Teacher Education.
Pugach, Marleen; Lilly, M. Stephen
Feb 1984
23p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (36th, San Antonio, TX, February 1-4, 1984).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Illinois
Journal Announcement: RIEJUN84
Target Audience: Teachers
A critical examination of problems in delivery services to students with mild learning and behavior problems points out weaknesses in special education programs. These programs have grown indiscriminately, resulting in over-identification of "handicapped" students. The special education placement system is time-consuming and is not the most effective alternative if the goal is to support teachers and help students succeed in the regular classroom. Special education diagnostic, labeling, and instructional procedures have always set it apart from regular education, and presumed differences between students, teachers, and curricular approaches in special and regular education have been overstressed. Increasing numbers of educators are recognizing this "myth of differentness" and are starting to build a common ground, free from misleading categorical labels for children and teachers, and focusing on defining the common elements of regular and special education. Accepting diversity as a norm for regular classrooms can lead to development of alternative group structures, intensive tutoring, or alternative pacing, and these services can be provided by support teachers working within the classroom with the regular teacher. A redefinition is needed in schools of education of the appropriate relationship between programs preparing classroom teachers and those preparing support services personnel. (JD)
Descriptors: Elementary Secondary Education; Learning Disabilities; *Mainstreaming; Mild Mental Retardation; Remedial Programs; *Resource Teachers; *Shared Services; *Special Education; *Teacher Education; Teacher Role; *Teamwork

EJ323757 EC180607
Measuring the Social Position of the Mainstreamed Handicapped Child.
Ray, Barbara Marotz
Exceptional Children, v52 n1 p57-62 Sep 1985
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJJAN86
The study involving 60 disabled and 624 nondisabled elementary students compared three methods used to evaluate social ability: teacher ratings, sociometric ratings, and direct observation. Findings revealed that disabled children are viewed as less socially acceptable by both teachers and peers but do not differ from nondisabled peers in actual amounts of positive and negative social interaction. (Author/CL)
Descriptors: *Disabilities; Elementary Education; Interaction; *Mainstreaming; *Peer Acceptance; Peer Relationship; *Social Status

ED242722 SP024188
Mainstreaming in Secondary Schools: A Shared Professional Responsibility. OATE-OACTE Monograph Series No. 7.
Reed, Patricia L., Ed.
Ohio Association of Colleges for Teacher Education.; Ohio Association of Teacher Educators.
1983
37p.
Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
Grant No.: G008301687
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070); POSITION PAPER (120); COLLECTION (020)
Geographic Source: U.S.; Ohio
Journal Announcement: RIEAUG84
Schools have fostered a strong tradition of separatism in services, personnel, and settings between regular and special education. This tradition of separatism cannot easily or quickly be displaced, nor can one of shared professional responsibility be easily established. This volume contains papers dealing with the problem of building such a tradition.
(cont. next page)

DIALOG File 1: ERIC - 66-90/FEB.

In "Teaching the Handicapped in Secondary Schools: An Historical Perspective," Thomas M. Stephens and Vikki F. Howard discuss the tradition of separatism in the schools and societal attitudes toward the handicapped. Specific ways in which secondary schools can move toward a tradition of shared responsibility are considered. Patricia L. Reed, in "Preparing Regular Secondary Personnel to Help Make Mainstreaming Work," proposes that shared responsibility can be promoted through the use of a congruent set of special education concepts and practices in the preparation of secondary school teachers, administrators, and supervisors. The role of counselors in building the new tradition is examined by Mary Ann Stibbe, Loviah Aldinger, and Reemt R. Baumann in "The Role of Counselors in Implementing P.L. 94-142." In "The Irony of Modern School Reform," Joseph Watras suggests that the new tradition may only reinforce a more dangerous type of separatism unless sufficient thought is given to what makes up good education. (JD)

Descriptors: Administrator Responsibility; *Cooperative Planning; Counselor Role; Disabilities; Educational Cooperation; Educational Legislation; Individualized Instruction; *Mainstreaming; Program Implementation; *School Responsibility; Secondary Education; *Secondary School Students; Secondary School Teachers; *Special Education; *Teacher Education; Teacher Responsibility

Identifiers: Education for All Handicapped Children Act

EJ257374 CE511651

Mixed Ability Teaching: Problems and Possibilities.

Reid, Margaret I.; And Others

Educational Research, v24 n1 p3-10 Nov 1981

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143); EVALUATIVE REPORT (142)

Journal Announcement: CIJJUN82

Discusses a study of 500 teachers in Great Britain who were interviewed about what they hoped to achieve in their mixed ability classes and the approaches they were using. Examines school policy and its implementation, pupil allocation, teaching advantages and disadvantages, and subject differences and teaching approaches. (CT)

Descriptors: *Grouping (Instructional Purposes); *Mainstreaming; *School Policy; Secondary Education; *Teacher Attitudes; *Teaching Methods

Identifiers: *Great Britain

EJ373498 EC210053

A Reaction to the JLD Special Series on the Regular Education Initiative.

Reynolds, Maynard C.

Journal of Learning Disabilities, v21 n6 p352-56 Jun-Jul 1988

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)

Journal Announcement: CIJNOV88

The article responds to previous articles about the regular education initiative and concludes that there is little evidence to justify present practices of student categorization of the mildly handicapped in special education and that the need for major reform is great. (Author/DB)

Descriptors: Educational Practices; Elementary Secondary Education; *Handicap Identification; *Labeling (of Persons); *Mainstreaming; *Mild Disabilities; *Special Education

Identifiers: *Regular and Special Education Cooperation

EJ349341 EC191834

The Necessary Restructuring of Special and Regular Education.

Reynolds, Maynard C.; And Others

Exceptional Children, v53 n5 p391-98 Feb 1987

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)

Journal Announcement: CIJJUN87

Special education categories for mildly handicapped students are not reliable nor valid as indicators of particular forms of education. Their use is expensive and inefficient, causing disjointedness in school programs. A program of pilot projects is recommended in conjunction with regular educators to redesign categorical programs and policies. (Author)

Descriptors: Agency Cooperation; *Cooperative Planning; Educational Cooperation; Educational Policy; Elementary Secondary Education; *Grouping (Instructional Purposes); Labeling (of Persons); *Mild Disabilities; Program Development ; *Shared Resources and Services; *Special Education; Special Programs

Identifiers: *Categorical Special Education; *Regular Special Education Relationship

EJ175747 EC102479

The Interface Between Regular and Special Education

Reynolds, Maynard C.; Birch, Jack W.

Teacher Education and Special Education, 1, 1, 12-27 F 1977

Language: ENGLISH

Journal Announcement: CIJE1978

Available from: Teacher Education and Special Education, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091. The authors suggest twelve areas for developing mainstream programs in which regular and special educators can work together. (CL)

Descriptors: Accountability; Delivery Systems; *Education; Elementary Secondary Education; *Handicapped Children; *Mainstreaming; Rating Scales; *Special Education

DIALOG File 1: ERIC - 66-90/FEB.

ED145626# EC102651
Teaching Exceptional Children in All America's Schools: A First Course for Teachers and Principals.
Reynolds, Maynard C.; Birch, Jack W.
Council for Exceptional Children, Reston, Va.
1977
782p.
Available from: The Council for Exceptional Children, Publication Sales Unit, 1920 Association Drive, Reston, Virginia 22091 ($15.00, Publication No. 165)
Document Not Available from EDRS.
Language: ENGLISH
Document Type: BOOK (010)
Journal Announcement: RIEMAR78
Intended for pre and inservice training of regular and special education teachers, the textbook offers a mainstream approach to educating handicapped and gifted students. The first two chapters give an historical overview of the development of special education and discuss some of the major conceptual shifts that seem to be inherent in the mainstreaming movement. Chapter 3 focuses on assessment of both programs and students, and chapter 4 considers how student and program assessments can be matched to provide individualized programs for each exceptional student with particular emphasis on the parents' role in the planning process. Seven chapters provide information on the state of the art in the following areas: giftedness and talents, mental retardation, learning disabilities and behavior disorders, physical and health impairments, speech problems, hearing impairments, and visual impairments. Additional chapters cover emerging trends in school personnel roles and instructional procedures; emerging programs relating to early childhood education, child neglect and abuse, drug handicapped learners, and school age parents; and present problems and issues that appear to hold strong portents for the future development of public school operations. For each issue considered, the authors contrast the prevailing practices with preferred approaches. Each of the 14 chapters begins with suggestions for students and instructor on how to develop the topic into a learning unit with additional resources and activities. Appended are the names and addresses of organizations agencies concerned with exceptional persons and information on teacher training materials. (SBH)
Descriptors: Behavior Problems; *Educational Trends; Elementary Secondary Education; *Gifted; *Handicapped Children ; Hearing Impairments; History; Individualized Programs; Learning Disabilities; *Mainstreaming; Mental Retardation; Parent Role; Physical Disabilities; Program Evaluation; *Special Education; Special Health Problems; Speech Handicaps Student Evaluation; *Teacher Role; Teaching Methods; Textbooks ; Visual Impairments

ED231152 EC152597
The Future of Mainstreaming: Next Steps in Teacher Education.
Reynolds, Maynard C., Ed.
Minnesota Univ., Minneapolis. National Support Systems Project.
1982
91p.; Papers presented at the annual meeting of the Dean's Grant Projects (7th, Bloomington, MN, April 28-30, 1982).
Sponsoring Agency: Special Education Programs (ED/OSERS), Washington, DC.
Grant No.: OEG007902045
Report No.: ISBN-0-86586-145-5
Available from: The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 (Publication No. 267; $8.50, $7.23 member price; contact CEC for discount on quantity orders).
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: BOOK (010); CONFERENCE PROCEEDINGS (021)
Geographic Source: U.S.; Minnesota
Journal Announcement: RIENOV83
Target Audience: Practitioners
Eight papers from a 1982 meeting of the Dean's Grant Projects examine issues related to the current status and future needs of mainstreaming handicapped students. M. Reynolds begins with "Facing the Future in Dean's Grant Projects," in which he examines the progress of Dean's Grants and suggests that the future will bring problems regarding classifications, changing social situations, and related services. In "The 1980s: Teacher Preparation Programs, Handicapped Children, and the Courts," T. Gilhool recaps relevant litigation concerning state of the art vs. state of the practice. R. Johnson and D. Johnson suggest ways to promote constructive student-student interaction in "The Social Structure of School Classrooms." "Foundations Aspects of Teacher-Education Programs: A Look to the Future" by C. Lucas suggests the need for major reforms in the role of educational foundations courses. In "A Time to Move for Quality in Teacher Education," D. Scannell identifies reasons for the need to initiate a major effort for excellence in teacher education. S. Lilly considers issues in mainstreaming in "The Education of Mildly Handicapped Children and Implications for Teacher Education," including the need to prepare special educators as well as regular educators. E. Sontag addresses the issues of relationships between special and regular education, the quality of educational programs, and the future of regular education preservice in his paper, "Perspectives on the Status and Future of Special Education and Regular Education." A. E. Blackhurst describes efforts at the University of Kentucky in "Noncategorical Special Education Teacher Preparation," and lists such benefits as better prepared teachers and reduced stereotyping. (CL)
Descriptors: *Disabilities; Elementary Secondary Education; Foundations of Education; *Mainstreaming; Mild Disabilities; Peer Acceptance; *Preservice Teacher Education; *Teacher Education
Identifiers: *Deans Grant Project

DIALOG File 1: ERIC - 66-90/FEB.

ED152060 EC110196
Futures of Education for Exceptional Students: Emerging Structures.
Reynolds, Maynard C., Ed.
Minnesota Univ., Minneapolis. National Support Systems Project.
1978
295p.
Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Personnel Preparation.
Grant No.: 600-75-9013
Available from: Council for Exceptional Children, Publication Sales, 1920 Association Drive, Reston, Virginia 22091 ($5.50, Publication No. 170)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Document Type: BOOK (010)
Journal Announcement: RIEAUG78
The book presents excerpts from a conference on future trends in special education. The first section includes seven papers: "Mainstreaming: Dilemmas, Opposition, Opportunities" (S. Sarason); "Pirandello in the Classroom: On the Possibility of Equal Educational Opportunity in American Culture" (R. McDermott and J. Aron); "Special Education and the Future: Some Questions to be Answered and Answers to be Questioned" (R. Jones); "Life-Long Learning by Handicapped Persons" (A. Chickering and J. Chickering); "Organizational Needs for Quality Special Education" (J. Gallagher); "Some Economic Considerations in Educating Handicapped Children" (H. Levin); and "Three Years Past 1984" (R. Schiefelbusch and R. Hoyt, Jr.). Responses of nine participants to the papers and to such issues as teacher education and the relationship between regular and special education are also presented. (CL)
Descriptors: Conference Reports; *Educational Trends; Elementary Secondary Education; *Futures (of Society); *Handicapped Children; Mainstreaming; *Special Education; Teacher Education

ED056432 EC040378
Exceptional Children in Regular Classrooms.
Reynolds, Maynard C., Ed.; Davis, Malcolm D., Ed.
Minnesota Univ., Minneapolis. Dept. of Special Education.
1971
133p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.
Available from: Dept. of Audio-Visual Extension, University of Minnesota, 2037 University Avenue, S.E., Minneapolis, Minnesota 55455 ($1.95)
EDRS Price - MF01/PC06 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEMAR72
Presented are 16 brief essays concerned with strategies of heterogeneous grouping, administrative change, teacher qualifications, and teacher education for improving regular educational services for handicapped children. The essays were written to widen perspectives on the means by which the Special Education Training Branch of the Bureau for Educational Personnel Development (BEPD) might accomplish its mission. Authors address themselves to the following issues: relationship of regular and special education; integration of regular and special education; effects of integration of regular and special education; administrative change needed for integrating regular and special education; qualifications of regular teachers in teaching exceptional children; additional training for regular teachers; supportive help for regular teachers; school structure; roles of school psychologists and other personnel workers in an integrated system; training programs needed by regular teachers that can be provided by BEPD; and existing programs of integrated regular and special education. (CB)
Descriptors: Administrative Change; *Exceptional Child Education; *Handicapped Children; *Heterogeneous Grouping; *Teacher Education; *Teacher Qualifications

EJ340057 EC190192
Social Acceptance of Learning Disabled Adolescents.
Sabornie, Edward J.; Kauffman, James M.
Learning Disability Quarterly, v9 n1 p55-60 Win 1986
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJDEC86
A sociometric rating scale was administered to 46 mainstreamed learning disabled (LD) students. LD and nonhandicapped (NH) students did not differ significantly in regular classroom sociometric status. In addition, LD pupils were as well known as their matched peers and rated fellow LD students in the same classes higher than did NH raters. (Author/CL)
Descriptors: Adolescents; *Learning Disabilities; *Mainstreaming; *Peer Acceptance; Sociometric Techniques
Identifiers: Ohio Social Acceptance Scale; *Sociometric Status

EJ387267 EC212394
Working towards Merger Together: Seeing beyond Distrust and Fear.
Sapon-Shevin, Mara
Teacher Education and Special Education, v11 n3 p103-10 Sum 1988
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJAUG89
This article briefly explores major arguments of the debate on the merger of regular and special education and examines barriers that make rational discussion of the issue difficult. Lessons learned from the struggle for mainstreaming are
(cont. next page)

DIALOG File 1: ERIC - 66-90/FEB.

outlined, in order to guide changes in teacher education that would promote merger. (Author/JDD)
Descriptors: *Disabilities; *Educational Change; *Educational Cooperation; Elementary Secondary Education; Higher Education; *Mainstreaming; *Special Education; *Teacher Education
Identifiers: *Regular and Special Education Relationship

ED224239 EC150623
Mainstreaming: Implications for Reconceptualizing Schooling. Incidental Papers. Reports of the Deans' Grants: 6.
Sapon-Shevin, Mara
1 Apr 1981
31p.; Paper presented at the Annual Meeting of the American Orthopsychiatric Association (58th, April 1, 1981). For related documents, see EC 150 621-626.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); POSITION PAPER (120)
Geographic Source: U.S.; Ohio
Journal Announcement: RIEMAY83
The paper focuses on differences between regular and special education and suggests ways in which the principles of P.L. 94-142 (the Education For All Handicapped Children Act) can be extended to the education of nonhandicapped students. Special education as mandated by P.L. 94-142 differs from regular education in six dimensions: mandate for appropriate education, emphasis on individualization, attention to the social climate and to social goals, the role of the parents in the educational process, staffing patterns and interdisciplinary process, and accountability. Applications to regular education of these principles would result in a variety of changes, including reduced class sizes, development and implementation of social skills curricula, use of release time to allow teachers to meet with parents, increased interdisciplinary consultation, and greater accountability for student outcomes. Impediments to such changes exist, but the benefits of extending the merits of P.L. 94-142 to all of education are great. (CL)
Descriptors: *Accountability; Compliance (Legal); *Disabilities; Elementary Secondary Education; Federal Legislation; *Individualized Instruction; Interdisciplinary Approach; Interpersonal Competence; *Parent School Relationship; Program Implementation; *Social Environment; *Special Education
Identifiers: Deans Grants Program; *Education for All Handicapped Children Act

ED245452 EC162730
The Use of Multiple Procedures in the Integration of Students with Severe Handicapping Conditions.
Sasso, Gary M.; And Others
Nov 1983
38p.; Paper presented at the Annual Conference of the Association for the Severely Handicapped (10th, San Francisco, CA, November 3-5, 1983).
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)
Geographic Source: U.S.; Colorado
Journal Announcement: RIENOV84
To make integration of severely handicapped students successful, efforts should be carried out jointly by regular and special educators and include programs for both regular and special education students. Suggestions are provided for developing and implementing curricular interventions, structured interaction activities, and social skill training. A training format for social skills training lists nine objectives, and an example of a lunchtime interaction training program with four adolescent males diagnosed as schizophrenic or autistic is provided. A description of an investigation of the effectiveness of multiple integration efforts (curricular intervention, interaction activities, and social skill acquisition) on the attitudes and behavior of nonhandicapped students is also presented. Six severely handicapped autistic children, ages 8-10, and third grade students housed in the same school (but not receiving special educational services) served as the subjects. Results revealed that the socialization training program resulted in significant differences for severely handicapped target and control Ss, and that the information plus experience treatment resulted in increased interactions by nonhandicapped with severely handicapped students. (CL)
Descriptors: Elementary Secondary Education; *Interaction; *Interpersonal Competence; *Mainstreaming; *Severe Disabilities; Socialization; *Student Attitudes

EJ352376 EC192071
Dimensions of Mainstreaming.
Saur, Rosemary E.; And Others
American Annals of the Deaf, v131 n5 p325-30 Dec 1986
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJAUG87
Examination of dimensions of hearing-impaired (N=8) and nondisabled (N=28) college students' participation, relationships, and feelings in a mainstreamed classroom indicated that hearing-impaired students felt isolated spacially, temporally, and culturally. Mainstreamed students' feelings were related to their own acceptance of their hearing loss as well as acceptance by other classroom members. (Author/CB)
Descriptors: *Classroom Environment; College Students; *Cultural Isolation; *Hearing Impairments; Higher Education; *Mainstreaming; Peer Acceptance; Peer Relationship; *Student Alienation; Student Attitudes; Student Participation; Teacher Student Relationship

DIALOG File 1: ERIC - 66-90/FEB.

ED178502 SP014949
The Effective Fit of Regular and Special Education Competencies in the Preparation of Regular Classroom Teachers.
Schenkat, Randolph J.
[1978
11p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Minnesota
Journal Announcement: RIEMAR80
The problems encountered in restructuring teacher education programs to train regular teachers in special education skills to meet the needs of mainstreamed students are examined. It is concluded that there is an overlap in content in education courses and that many of the subjects already required, such as psychology, prepare teachers to cope with the special child. If such subjects are stressed there is little need for radical curriculum changes. (JD)
Descriptors: *Change Strategies; *Course Content; Course Objectives; Course Organization; *Curriculum Design; Curriculum Evaluation; *Mainstreaming; Program Descriptions; Special Education; *Teacher Education; *Teacher Education Curriculum

EJ352529 EC192374
Back to the Future.
Schiffman, Gilbert
Academic Therapy, v22 n5 p539-47 May 1987
Paper presented at the International Conference of the American Council on Learning Disabilities. For related documents, see EC 192 112.
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); CONFERENCE PAPER (150); REVIEW LITERATURE (070)
Journal Announcement: CIJAUG87
Reactions to the regular/special education interface initiative of the Office of Special Education and Rehabilitative Services include the need to protect educational entitlements of the handicapped, improve vocational and career planning, modify stringent graduation requirements for handicapped students, and implement the Education of the Handicapped Act Amendments (1986). (DB)
Descriptors: *Educational Cooperation; Educational Legislation; *Educational Needs; Elementary Secondary Education; *Federal Legislation; Individualized Instruction; *Learning Problems; *Special Education; Technological Advancement; Vocational Education
Identifiers: *Education of the Handicapped Act Amendments 1986; *Regular Special Education Interface

EJ306357 CG527145
Predictors of Successful Transition from Self-Contained Special Education to Regular Class Settings.
Schneider, Barry H.; Byrne, Barbara M.
Psychology in the Schools, v21 n3 p375-80 Jul 1984
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJFEB85
Rated the adjustment of 129 newly mainstreamed learning disabled, emotionally disturbed, and mildly developmentally disabled pupils. While the teachers were, in general, very satisfied with the pupils' progress in both academic and behavioral areas, satisfaction declined after grade six. IQ data did not predict satisfactory adjustment. (JAC)
Descriptors: Age Differences; Elementary Secondary Education; Emotional Disturbances; Foreign Countries; Learning Disabilities; *Mainstreaming; Mild Mental Retardation; *Predictor Variables; *Student Adjustment; Student Placement; Students
Identifiers: Canada

EJ366040 EC201630
Implementing the Regular Education Initiative in Secondary Schools: A Different Ball Game.
Schumaker, Jean B.; Deshler, Donald D.
Journal of Learning Disabilities, v21 n1 p36-42 Jan 1988
For related documents, see EC 201 625-631.
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJJUN88
The article reviews potential barriers to implementing the Regular Education Initiative (REI) in secondary schools and then discusses a set of factors central to developing a workable partnership, one that is compatible with the goals of the REI but that also responds to the unique parameters of secondary schools. (Author/DB)
Descriptors: Interdisciplinary Approach; *Mainstreaming; *Mild Disabilities; *Program Implementation; *Secondary Education; *Special Education
Identifiers: *Special Education Regular Education Relationship

EJ347258 EC191339
The New Push for Excellence: Widening the Schism between Regular and Special Education.
Shepard, Lorrie A.
Exceptional Children, v53 n4 p327-29 Jan 1987
For related documents, see EC 191 334-338.
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJMAY87
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DIALOG File 1: ERIC - 66-90/FEB.

The article cites high costs associated with assessment and staffing of children classified as learning disabled. It is suggested that overreferral of hard-to-teach children perpetuates teaching deficiencies. Professional entrenchment is discussed, and placing a cap on the percentage of mild handicaps funded by state and federal governments is recommended. (Author/JW)
Descriptors: Delivery Systems; *Educational Policy; *Educational Trends; Elementary Secondary Education; Financial Support; Handicap Identification; Learning Disabilities; *Mild Disabilities; Professional Recognition; *Special Education; *State Federal Aid

EJ334377 EC182468
The Crisis in Special Education Knowledge: A Perspective on Perspective.
Skrtic, Thomas M.
Focus on Exceptional Children, v18 n7 p1-16 Mar 1986
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070); POSITION PAPER (120)
Journal Announcement: CIJAUG86
The author examines two types of criticism (theoretical and practical) of special education knowledge, reviews the implications of metatheoretical criticism (including the concepts of paradigm and paradigm shift), and asserts that special education knowledge should be paradigmatic and multidisciplinary. (CL)
Descriptors: *Disabilities; Elementary Secondary Education; Interdisciplinary Approach; *Special Education; *Theories; Trend Analysis

ED291177 EC201791
An Organizational Analysis of Special Education Reform.
Skrtic, Thomas M.
1987
60p.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: POSITION PAPER (120); REVIEW LITERATURE (070)
Geographic Source: U.S.; Kansas
Journal Announcement: RIEJUL88
The paper identifies current special education practice and the current organization of schools as instrumental in actually creating the category of mildly handicapped students. A dichotomy between departments of special education and educational administration is noted. Only replacement of the system with an entirely different configuration and not rational technical efforts at reform can effect real change. There is a lack of theoretical basis to the mainstreaming debate and in the original formulation of Public Law 94-142, the Education for All Handicapped Children Act. Special education has erred in locating the cause of disability within the person and excluding from consideration causal factors lying in the larger external social, political, and organizational processes. Among topics considered in support of this argument are: school organization and change, professional bureaucracies as machines, response to change demands, organizational paradigms and change, values/power, school organization and disability, the nature of special education, the nature of progress, empirical evidence on the implementation of P.L. 94-142, and prospects for the future. An extensive bibliography is appended. (DB)
Descriptors: Cultural Influences; *Disabilities; Educational Legislation; *Educational Philosophy; Etiology; *Organizational Change; Political Issues; *School Organization; *Special Education; Theories; Values
Identifiers: Education for All Handicapped Children Act

EJ341304 EC190440
Learning Disabilities: The Social Construction of a Special Education Category.
Sleeter, Christine E.
Exceptional Children, v53 n1 p46-54 Sep 1986
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); HISTORICAL MATERIAL (060)
Journal Announcement: CIJJAN87
In the early 1960s, four special education categories (slow learners, mentally retarded, emotionally disturbed, and culturally deprived) were used to explain the failure of lower class and minority children, while the less stigmatizing category of learning disabilities explained the failures of white middle class children. Later events changed the use of this category. (Author/CB)
Descriptors: *Classification; Educational History; Elementary Secondary Education; Grouping (Instructional Purposes); *Learning Disabilities; *Minority Groups; *Socioeconomic Status; *Special Education; *Student Placement

ED122480 EC082858
Meeting Inservice Teacher Education Needs Through Special Projects: Changing Curriculum for Exceptional Children and Special Education for Regular Teachers.
Smith, Richard E.; And Others
Apr 1976
13p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976); For related information, see EC 082 857
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CONFERENCE PAPER (150)
Journal Announcement: RIESEP76
Described are a Texas special education region's activities with the 3-year Project CCEC (Changing Curriculum for
(cont. next page)

DIALOG File 1: ERIC - 66-90/FEB.

Exceptional Children) which provides training in the application of the theories of J. Piaget to the education of exceptional children, and with Project SERT (Special Education for Regular Teachers) which trains regular classroom teachers in the competencies needed for mainstreaming handicapped children. Briefly described is the training program format of CCEC including the following modules: "Exceptional Learners - A New Approach," "Developmental Theory - Cognitive Development in Children," "Assessment - Piaget's Clinical Model," "The Classroom - Where the Interaction Is." Described for Project SERT are the following instructional modules: "Comprehensive Special Education," "Formal Appraisal," "Team Planning for Student Program Management," "Informal Assessment," "Organizing Content for Individual Differences," "Materials Selection," "Classroom Management," and "Evaluation of Instruction." (DB)
Descriptors: *Cognitive Development; *Educational Methods; Elementary Secondary Education; Exceptional Child Education; *Handicapped Children; *Inservice Teacher Education; *Mainstreaming; Regional Programs; State Programs; Teachers
Identifiers: Piaget (Jean); Project CCEC; Project SERT; *Texas

EJ367428 EC201895
Facilitating Merger through Personnel Preparation.
Stainback, Susan; Stainback, William
Teacher Education and Special Education, v10 n4 p185-90 Fall 1987
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJJUL88
The article presents a rationale for merging special and regular education in elementary/secondary schools. Steps that higher education could initiate to facilitate such a merger include: strengthening collaborative and cooperative efforts, restructuring organizational units, reorganizing program offerings and content, and coordinating with state certification agencies and elementary/secondary schools. (JDD)
Descriptors: *College School Cooperation; Cooperative Planning; Coordination; *Disabilities; Educational Cooperation; Elementary Secondary Education; Higher Education; Integrated Activities; *Mainstreaming; *Preservice Teacher Education; *School Organization; *Special Education
Identifiers: *Regular and Special Education Relationship

EJ361095 EC200998
Integration versus Cooperation: A Commentary on "Educating Children with Learning Problems: A Shared Responsibility."
Stainback, Susan; Stainback, William
Exceptional Children, v54 n1 p66-68 Sep 1987
For related document, see EC 181 824.
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJFEB88
Target Audience: Policymakers
The authors warn against placing too heavy a burden of responsibility on building-level administrators for service delivery approaches tailored to the individual needs of all students. Given the goal of meeting individual needs through combining regular and special education resources, there is no reason for maintaining a dual system. (JW)
Descriptors: Administrator Responsibility; *Delivery Systems; Elementary Secondary Education; Individualized Instruction; *Individual Needs; *Mainstreaming; *Resource Allocation; *Special Education; Student Needs

EJ316957 EC172399
The Merger of Special and Regular Education: Can It Be Done? A Response to Lieberman and Mesinger.
Stainback, Susan; Stainback, William
Exceptional Children, v51 n6 p517-21 Apr 1985
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJAUG85
The authors respond to comments on their earlier article in which they proposed the merger of regular and special education. They address the following issues: (1) willingness and capabilities of regular educators; (2) regular and special educator differences; (3) handicapism; (4) adovocacy; (5) service availability; and (6) reality. (CL)
Descriptors: *Disabilities; Educational Philosophy; Elementary Secondary Education; *Special Education

ED255009 EC172068
Integration of Students with Severe Handicaps into Regular Schools.
Stainback, Susan; Stainback, William
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
1985
153p.
Sponsoring Agency: National Inst. of Education (ED), Washington, DC.
Contract No.: 400-81-0031
Report No.: ISBN-0-86586-151-X
Available from: The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($15.75 Nonmembers, $13.39 Members; Publication No. 293).
EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: BOOK (010); TEACHING GUIDE (052); ERIC PRODUCT (071)
Geographic Source: U.S.; Virginia
Journal Announcement: RIEAUG85
Target Audience: Teachers; Practitioners
(cont. next page)

DIALOG File 1: ERIC - 66-90/FEB.

Intended for both regular and special educators, the book outlines ways to promote integration between students with severe handicaps and their peers. The first of five sections includes an overview about students with severe handicaps as well as background information on the integration of severely handicapped students. Three chapters in section II address interactions in integrated settings, with separate attention to providing opportunities for interaction, assessing those opportunities, and promoting interactions. Section III concerns ways to educate nonhandicapped students about individual differences and includes discussion of the rationale, assessment procedures, and a model for educating nonhandicapped students. Section IV consists of two author contributed papers on training social and other skill areas in severely handicapped students to facilitate their interaction. A final section provides three papers on additional information useful to classroom teachers in promoting the positive integration of students both in the classroom and the community. (CL)

Descriptors: Elementary Secondary Education; Interaction; *Mainstreaming; Peer Acceptance; *Peer Relationship; *Severe Disabilities; Student Attitudes; Teaching Methods

EJ325307 EC180791

Facilitating Mainstreaming by Modifying the Mainstream.

Stainback, William; And Others
Exceptional Children, v52 n2 p144-52 Oct 1985
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJFEB86

The authors examine some of the underlying problems in the current organizational structure of the schools that hinder regular classroom teachers from being able to adapt their instruction to meet diverse student needs and suggest modifications needed in the traditional structure. (Author/CL)

Descriptors: *Change Strategies; Educational Philosophy; Educational Trends; Elementary Secondary Education; Mainstreaming; *Mild Disabilities

EJ308449 EC170958

A Rationale for the Merger of Special and Regular Education.

Stainback, William; Stainback, Susan
Exceptional Children, v51 n2 p102-11 Oct 1984
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJMAR85

The article provides a rationale for the merger of special and regular education into one unified system structured to meet the unique needs of all students. Two major premises (lack of need and inefficiency of operating a dual system) are discussed, and some possible implications of merger are considered. (Author/CL)

Descriptors: Classification; Curriculum; *Disabilities; *Educational Policy; Elementary Secondary Education; *Special Education

ED271909 EC190217

Loneliness, Goal Orientation, and Sociometic Status: Mildly Retarded Children's Adaptation to the Mainstream Classroom.

Taylor, Angela R.; And Others
Apr 1986
19p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); RESEARCH REPORT (143)
Geographic Source: U.S.; Maryland
Journal Announcement: RIEDEC86

The study examined teacher and peer assessment of 34 mainstreamed educable mentally retarded (EMR) children in grades 3 through 6 in nine public schools in central Illinois. A comparison sample of 34 nonretarded Ss was matched to the EMR Ss on sex, race, and grade level. Children in each S's regular classroom were asked to rate on a five-point scale how much they enjoyed playing with each of their classmates. A sociometric nomination measure assessed children's best friendship choices, while another technique provided peer assessments of children's social behavior. Teachers rated four dimensions of Ss' social behavior with peers: friendly/cooperative, avoidant/withdrawn, bossy/domineering, and aggressive/disruptive. Ss goal orientations in game situations were assessed along with their feelings of loneliness and social dissatisfaction. A series of multivariate and univariate analyses of variance revealed that retarded Ss were significantly lower in sociometric status than nonretarded Ss. Compared to nonretarded Ss, retarded children were perceived as less cooperative, more shy, and were less likely to be named as leaders. Findings confirmed the hypothesis that EMR children are shy and withdrawn rather than aggressive-disruptive. Teacher assessments were consistent with the peer assessment data. Group differences were found in all three goal subscales in measures of goal orientation: Ss appeared to focus on performance aspects of games and potential failure/rejection rather than on the opportunities for social interaction. Finally, as hypothesized, EMR Ss reported feeling more lonely and dissatisfied with their social relationships in school than did the nonretarded Ss. Findings suggested the need to couple environmental manipulations with direct social skills training for the retarded child. (CL)

Descriptors: Adaptive Behavior (of Disabled); Elementary Education; Goal Orientation; Interpersonal Competence; Loneliness; *Mainstreaming; *Mild Mental Retardation; *Peer Acceptance; *Peer Relationship; Social Status; Student Attitudes; Teacher Attitudes; *Withdrawal (Psychology)

DIALOG File 1: ERIC - 66-90/FEB.

ED157219 EC110776
Comprehensive Approach to Pupil Planning: Stage II - Planning and Placement (Includes Planning and Placement Team Meeting Agenda). Experimental Edition.
Vlasak, Frances Stetson; Kaufman, Martin J.
Connecticut State Dept. of Education, Hartford. Bureau of Pupil Personnel and Special Education Services.
[1977
46p.; Print in forms may be too small to read easily; For related information, see EC 110 775-778
EDRS Price - MF01/PC02 Plus Postage.
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEDEC78
Target Audience: Practitioners
Presented is Stage II of the Comprehensive Approach to Pupil Planning (CAPP) System, a three-stage model for planning educational interventions in the regular and special education classrooms and for guiding placement decisions. The guide focuses on the evaluation services performed by the Planning and Placement Team (PPT) with sections on the following: Stage II personnel; roles and responsibilities of PPT members; forms for sharing student assessment data; and PPT meeting agenda (which includes determining eligibility for special education services, a review of services provided, and identification of instructional and related resources required to implement selected strategies). Appended are requirements and suggested forms for parental notification and consent, forms for sharing student assessment data, and a special education dismissal form. Also provided is a PPT meeting agenda booklet. (SBH)
Descriptors: Conceptual Schemes; Decision Making; Educational Programs; Elementary Secondary Education; *Handicapped Children; Interdisciplinary Approach; *Models; *Program Development; Program Guides; *Records (Forms); *Student Placement; *Teamwork
Identifiers: *Comprehensive Approach to Pupil Planning

EJ248706 EC133852
Why the 'H' in ECEH? Considerations in Training Teachers of Young Handicapped Children.
Walker, Jeanette A.; Hallau, Margaret G.
Journal of the Division for Early Childhood, v2 p61-66 Apr 1981
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJNOV81
The article examines one of the possible undesirable consequences of the trend toward mainstreaming handicapped young children, i.e., the increasing tendency to overlap the roles of regular and special education teachers to the extent that the educational programs for the two populations become the same. Journal availability: see EC 133 846. (Author)
Descriptors: *Disabilities; Early Childhood Education; Educational Needs; *Mainstreaming; *Student Characteristics; Student Needs; *Teacher Education

EJ379984 EA522701
Integrating the Children of the Second System.
Wang, Margaret C.; And Others
Phi Delta Kappan, v70 n3 p248-51 Nov 1988
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142)
Journal Announcement: CIJAPR89
Federal and state efforts to enhance equal education opportunities through narrowly framed special programs have become problematic, as core curriculum instruction is slighted and children are classified in highly dubious ways. This article discusses problems and needed reforms of both the "second system" and regular education. Includes 20 references. (MLH)
Descriptors: *Behavior Problems; *Educational Change; Elementary Secondary Education; *Equal Education; *Learning Disabilities; *Learning Problems

EJ378870 EC210953
Four Fallacies of Segregationism.
Wang, Margaret C.; Walberg, Herbert J.
Exceptional Children, v55 n2 p128-37 Oct 1988
For related documents, see EC 210 952 and 954.
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJMAR89
Identified are four major fallacies in Douglas Fuchs and Lynn Fuchs' critique of the Adaptive Learning Environments Model (ALEM) and the General Education Initiative (GEI): erroneous interpretations of the GEI, segregationism in the Fuchs' point of view, the research base of the ALEM, and readiness for the GEI. (JDD)
Descriptors: Compensatory Education; *Disabilities; *Educational Research; Elementary Secondary Education; Instructional Effectiveness; *Mainstreaming; Models; Outcomes of Education; *Program Evaluation; Remedial Instruction; *Research Problems
Identifiers: *Adaptive Learning Environments Model; *Regular and Special Education Relationship

EJ354109 EC192642
Toward Achieving Educational Excellence for All Students: Program Design and Student Outcomes.
Wang, Margaret C.
Remedial and Special Education (RASE), v8 n3 p25-34 May-Jun 1987
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)

(cont. next page)

DIALOG File 1: ERIC - 66-90/FEB.

Journal Announcement: CIJSEP87
A discussion of recent developments and research on school improvement efforts precedes a review of information needs for broadening the data base on implementation and evaluation of innovative school improvement programs for handicapped and nonhandicapped students. A table matches effective classroom learning environments and expected student outcomes. (CB)
Descriptors: *Disabilities; *Educational Environment; *Educational Improvement; Educational Innovation; Elementary Secondary Education; Instructional Effectiveness; *Research Needs; *School Effectiveness

EJ343730 EA520480
Rethinking Special Education.
Wang, Margaret C.; And Others
Educational Leadership, v44 n1 p26-31 Sep 1986
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055)
Journal Announcement: CIJMAR87
In discussing the need to restructure school programs and more completely integrate students with special learning needs into regular school programs, the problems of classification of students in special education and overlapping services and programs are presented. Includes a table featuring effective classroom environments and a reference list. (MD)
Descriptors: Disabilities; *Educational Administration; Educational Research; Elementary Secondary Education; *Handicap Identification; Individualized Education Programs; *Mainstreaming; School Effectiveness; *Special Education
Identifiers: Public Law 94 142

EJ316953 EC172395
Avoiding the "Catch 22" in Special Education Reform.
Wang, Margaret C.; Reynolds, Maynard C.
Exceptional Children, v51 n6 p497-502 Apr 1985
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJAUG85
A brief review of the major recommendations of the National Academy of Sciences Panel on Selection and Placement of Students in Programs for the Mentally Retarded and a discussion of implications for current policy and funding practice in special education are provided. (Author/CL)
Descriptors: Educational Policy; Elementary Secondary Education; Federal Legislation; *Mental Retardation; *Student Placement
Identifiers: National Academy of Sciences

EJ298145 EC161680
Effective Special Education in Regular Classes.
Wang, Margaret C.; Birch, Jack W.
Exceptional Children, v50 n5 p391-98 Feb 1984
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJAUG84
A study of 156 K-3 classrooms revealed that the Adaptive Learning Enviornments Model, an educational approach that accommodates, in regular classes, a wider-than-usual range of individual differences, can be implemented effectively in a variety of settings, and that favorable student outcome measures coincide with high degrees of program implementation. (Author/CL)
Descriptors: *Disabilities; *Mainstreaming; *Models; Primary Education; *Program Effectiveness
Identifiers: Adaptive Learning Environments Model

EJ163584 AA526539
Street-Level Bureaucrats and Institutional Innovation: Implementing Special-Education Reform
Weatherley, Richard; Lipsky, Michael
Harvard Educational Review, 47, 2, 171-97 1977
Language: ENGLISH
Journal Announcement: CIJE1978
Examines the implementation of Chapter 766, the dramatically innovative state special-education law in Massachusetts. Shows how the necessary coping mechanisms that individual school personnel use to manage the demands of their jobs may, in the aggregate, constrain and distort the implementation of special-education reform. (Editor/RK)
Descriptors: Educational Finance; *Educational Legislation; *Educational Practices; Government Employees; *Program Development; Program Evaluation; Research Methodology; *Special Education; *Specialists; Student School Relationship Tables (Data)

ED279149 EC192112
Educating Students with Learning Problems--A Shared Responsibility. A Report to the Secretary.
Will, Madeleine
Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Nov 1986
26p.
Available from: Clearinghouse on the Handicapped, Education Department, Room 3132, Switzer Bldg., 330 C St., S.W., Washington, DC 20202 (free).
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); POSITION PAPER (120)
Geographic Source: U.S.; District of Columbia
(cont. next page)

DIALOG File 1: ERIC - 66-90/FEB.

Journal Announcement: RIEJUL87
Government: Federal
Target Audience: Policymakers
Developed by the Office of Special Education and Rehabilitative Services (OSERS), this report presents current weaknesses in the education of students with learning problems (those having difficulties learning for any of a variety of reasons) and suggested strategies for correcting those weaknesses. The goal of effective education for all students is noted and progress made since the passage of the Education for All Handicapped Children Act (P.L. 94-142) reviewed. The high dropout and illiteracy rates are indicators of a continuing problem. Special programs may themselves contribute to the problem due to the following features: fragmented approach created by compartmentalized delivery systems, dual administrative arrangements for special and regular programs, stigmatization of students placed in special programs, and frequent transformation of the placement decision into a battleground between parents and school. Recent experience has shown that the most effective solution is to adapt regular programs so that students with learning problems can succeed in the regular classroom. Recommended strategies for assisting the student in the regular class include: (1) increased instructional time; (2) support systems for teachers; (3) empowerment of principals to control all programs and resources at the building level; and (4) new instructional approaches. OSERS is committed to encouraging the partnership of special and regular education and to increase individualization of instruction through support of research and demonstration, personnel preparation, and special studies program priorities. (DB)
Descriptors: *Disabilities; *Educational Policy; Elementary Secondary Education; Federal Programs; *Government Role; *Instructional Effectiveness; Interdisciplinary Approach; *Mainstreaming; *Needs Assessment; *Special Education
Identifiers: Office of Special Educ Rehabilitative Services *Special Regular Education Interface

EJ331407 EC181824
Educating Children with Learning Problems: A Shared Responsibility.
Will, Madeleine C.
Exceptional Children, v52 n5 p411-15 Feb 1986
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJJUN86
The Assistant Secretary for the Office of Special Education and Rehabilitative Services of the U.S. Department of Education, Madeleine Will, discusses problems in educating children with learning difficulties, notes reasons for needed changes, and comments upon the importance of early identification, curriculum based assessment, and parent involvement. (CL)
Descriptors: *Disabilities; Educational Trends; Elementary Secondary Education; *Federal Programs; *Special Education

EJ306842 EC170555
Let Us Pause and Reflect--But Not Too Long.
Will, Madeleine C.
Exceptional Children, v51 n1 p11-16 Sep 1984
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); CONFERENCE PAPER (150)
Journal Announcement: CIJFEB85
The Assistant Secretary for the Office of Special Education and Rehabilitation examines the achievements of special education, looks beyond the traditional services to the disabled and recommends collaboration among human service delivery systems. Barriers to progress in special education are discussed and solutions proposed. (Author/CL)
Descriptors: *Disabilities; Elementary Secondary Education; *Special Education; Trend Analysis

ED256829 UD024192
Homogeneity and Heterogeneity in Education: The "Psychological Price" Argument.
Yehezkel, Dar; Resh, Nura
Dec 1984
36p.; For related document, see ED 220 543.
Sponsoring Agency: Ford Foundation, New York, N.Y.
Grant No.: 845-0335
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: Israel
Journal Announcement: RIESEP85
This work explores whether a "psychological price" is indicated in the affective domain of the weaker student in ability-mixed settings; whether this price differs for various dimensions of this domain; and whether it is related to academic achievement. Existing research in the fields of ability grouping, streaming, curriculum tracking, and ethnic segregation and integration is analyzed and supplemented by an in-depth study of two Israeli samples. A major finding is that the level of classroom intellectual composition is negatively related to evaluations of learning motivation and academic self-image but positively related to sense of control (and sometimes to aspirations), and analogously related to the positive effect of classroom composition on academic achievement. It is suggested that different socio-psychological processes may affect achievement and certain affective variables differently than they do other affective variables. In the cognitive domain, and possibly in the case of control and aspirations, the class is more likely to function as a norm resource. In contrast, comparative reference seems to be more effective in influencing self-image. It is concluded that even if enrichment of intellectual composition involves the psychological price of a lower academic self-image and reduced motivation for the "lows," their academic achievement is not reduced but
(cont. next page)

DIALOG File 1: ERIC - 66-90/FEB.

increased. (Author/RDN)
Descriptors: *Ability Grouping; *Affective Behavior; Aspiration; *Behavior Standards; Elementary Secondary Education; Foreign Countries; *Heterogeneous Grouping; *Learning Motivation; Locus of Control; *Mainstreaming; Motivation; Racial Integration; Self Concept; Student Attitudes
Identifiers: Israel

EJ393672 EC220382
Position Statement on the Regular Education Initiative.
Behavioral Disorders, v14 n3 p201-07 May 1989
Available from: UMI
Language: English
Document Type: POSITION PAPER (120); JOURNAL ARTICLE (080)
Journal Announcement: CIJDEC89
The position paper of the Council for Children with Behavioral Disorders rejects the Regular Education Initiative based on the lack of evidence supporting proposals for radical restructuring, the lack of eligibility standards for services, and the lessons of history. It affirms the need for an array of service options. (DB)
Descriptors: *Behavior Disorders; Change Strategies; Child Advocacy; *Delivery Systems; Educational History; *Educational Needs; Elementary Secondary Education; Eligibility; Mainstreaming; *Opinions; Organizations (Groups)
Identifiers: *Council for Children with Behavioral Disorders

EJ352549 EC192394
The Regular Education Initiative: A Statement by the Teacher Education Division, Council for Exceptional Children, October 1986.
Journal of Learning Disabilities, v20 n5 p289-93 May 1987
A statement by the Teacher Education Division, Council for Exceptional Children.
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120); REVIEW LITERATURE (070)
Journal Announcement: CIJAUG87
While the regular education initiative (also called regular education/special education initiative) has merit, the powerful complexities and dimensions inherent in the changes that are called for must be acknowledged. Excerpts from statements by teacher educators, Education Department officials, researchers, and national associations reflect the potential significance of this initiative. (CB)
Descriptors: *Delivery Systems; *Disabilities; Elementary Secondary Education; Instructional Development; *Mainstreaming; *Special Education; *Student Placement
Identifiers: *Council for Exceptional Children; *Regular Education Initiative; Regular Special Education Interface

EJ341349 EC190485
Regular Education/Special Education Initiative. A Position Paper by the ACLD.
Exceptional Parent, v16 n5 p59-64 Sep 1986
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJJAN87
The Association for Children with Learning Disabilities encourages a Regular Education/Special Education Initiative as a system of integrated planning, delivery, and evaluation of the effects of services to disabled children. Specific recommendations regarding the development of pilot projects and competency training for school personnel, related services personnel, parents, and students are presented. (CB)
Descriptors: Competency Based Teacher Education; Delivery Systems; *Educational Legislation; Elementary Secondary Education; *Learning Disabilities; *Mainstreaming; *National Organizations; *Policy Formation; Program Development; Pupil Personnel Services; *Special Education
Identifiers: *Assn for Children with Learning Disabilities; Education for All Handicapped Children Act; Regular Education Special Education Initiative

EJ341279 EC190415
An ACLD Position Statement: A Regular Education/Special Education Initiative.
Academic Therapy, v22 n1 p99-103 Sep 1986
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJJAN87
The position statement defines and describes a regular education/special education initiative (RE/SEI) and offers recommendations for its implementation. RE/SEI is seen as a system of integrated planning, delivery, and evaluation of the effects of services to all students. (CL)
Descriptors: *Delivery Systems; Educational Policy; Elementary Secondary Education; *Learning Disabilities; Mainstreaming; *Special Education; State Federal Aid; Student Placement
Identifiers: Assn for Child and Adults with Learn Disabilities

ED271924 EC190233
Position Statement on a Regular Education/Special Education Initiative.
Association for Children and Adults with Learning Disabilities, Pittsburgh, PA.
Mar 1986
8p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
(cont. next page)

DIALOG File 1: ERIC - 66-90/FEB.

Document Type: POSITION PAPER (120)
Geographic Source: U.S.; Pennsylvania
Journal Announcement: RIEDEC86
The Association for Children and Adults with Learning Disabilities (ACLD) position statement focuses on the development of a Regular Education/Special Education Initiative (RE/SEI). RE/SEI is defined as a system of integrated planning, delivery, and evaluation of the effects of services to all students. The program would incorporate management of special and regular education. Recommendations are made for (1) continuation of P.L. 94-142 (The Education for All Handicapped Children Act) and Section 503 of the Rehabilitation Act, (2) pilot programs to test the efficacy of the RE/SEI concept; and (3) competency training of all involved personnel in preservice and inservice preparation programs. ACLD affirms that learning disabled students need more than a "watered down" special education and that there has been insufficient time and funds expended to meet the promise of P.L. 94-142. The position paper concludes with descriptions and definitions of specific learning disabilities. (CL)
Descriptors: Competency Based Teacher Education; Elementary Secondary Education; Federal Programs; Inservice Teacher Education; *Learning Disabilities; Preservice Teacher Education; *Program Development; *Special Education

ED210658 CS006409
Reading, Comprehension, and Memory Processes: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1981 (Vol. 42 Nos. 1 through 6).
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
1981
16p.; Pages may be marginally legible.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: BIBLIOGRAPHY (131)
Geographic Source: U.S.; Illinois
Journal Announcement: RIEMAY82
This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 27 titles deal with a variety of topics, including the following: (1) the effect of a crowded or spaced appearance of narrative material on the reading comprehension of above-average and below-average fourth grade students; (2) the perception and use of sentence structure by good reading comprehenders and skilled decoders in contextually limited environments; (3) the use of three prereading strategies and their effects on the comprehension of junior high school students; (4) reading performance as a function of auditory sequential memory, anxiety, and age or grade level; (5) metatextual notions and reading comprehension; (6) third grade readers' use of prior knowledge in inferential comprehension; (7) gender conformity, text characteristics, and comprehension of stories; (8) the relationships between student retellings and selected comprehension measures; (9) contextual prerequisites for making inferences from text; (10) inferential listening and reading comprehension of discourse in normal and reading disabled children; (11) the effects of pictures on the literal comprehension of second grade readers; and (12) the effects of students' meaning perception and textual structuring upon the comprehension of social studies reading passages. (FL)
Descriptors: Advance Organizers; Annotated Bibliographies; Cognitive Processes; Context Clues; *Doctoral Dissertations; Elementary Secondary Education; *Memory; *Reading Comprehension; Reading Diagnosis; Reading Difficulties; *Reading Instruction; *Reading Research; *Recall (Psychology)
Identifiers: Prose Learning

SECTION V

ECER Abstracts

DIALOG File 54: ECER/EXCEP CHILD - 66-90/FEB

EC202154
Learning Disability: Dissenting Essays.
Franklin, Barry M., Ed.
1987- 212P.
Falmer Press, Taylor and Francis, New York, 3 East 44th St., New York, NY 10017 ($15.00).
EDRS: NOT AVAILABLE
REPORT NO.: ISBN-1-85000-206-1
DOCUMENT TYPE: 020; 120

The nine essays in this book all dissent from the traditional research agenda of the learning disabilities field and approach the study of learning disabilities from the emerging perspective of the sociology of psychological knowledge. An introduction reviews definitional and etiological issues in the field, the papers. The nine papers have the following titles and authors: ""Before the Learning Disabled There Were Feeble-Minded Children'' (E. Anne Bennison); ""From Brain Injury to Learning Disability: Alfred Strauss, Heinz Werner and the Historical Development of the Learning Disabilities Field'' (Barry Franklin); ""The Politics of Early Learning Disability Theory'' (James Carrier); ""Literacy, Definitions of Learning Disabilities and Social Control'' (Christine Sleeter); ""Curriculum as Experienced: Alternative World Views from Two Students with Learning Disabilities'' (Kay Bull and Michael Warner); ""Curricular Approaches to Learning Difficulties: Problems for the Paradigm'' (Peter Clough and David Thompson); ""Teacher Education's Empty Set: The Paradox of Preparing Teachers of Learning Disabilities'' (Marleen Pugach); ""The Learning Disabled/Gifted: The Politics of Contradiction'' (Mara Sapon-Shevin). (DB)

DESCRIPTORS: *Learning Disabilities; Elementary Secondary Education; *Opinions; *Research Needs; *History; Politics; Definitions; Curriculum; Literacy; Teacher Education; Gifted Disabled

EC210658
Preserving Special Education for Those Who Need It.
Lieberman, Laurence M.
1988- 120P.
NOTE: For related information see EC 170 799 and EC 192 174.
GloWorm Publications, 45 Sheffield Rd., Newtonville, MA 02160 ($10.95).
EDRS: NOT AVAILABLE
DOCUMENT TYPE: 010; 120; 060

Part of a trilogy of books concerned with appropriate educational services for all children, this book stresses the role of special education for truly handicapped children. It defines who the handicapped are and describes what they will require to minimize the consequences of their handicap, especially as it relates to school success and maximized individual potential, not merely the return of the handicapped to the regular class. The first chapter, ""On Being Handicapped,'' stresses such concepts as the potential for a diminished quality of life for the handicapped; the existence of absolute handicaps which represent absolute limitations (such as immobility, profound retardation, and severe emotional disturbance); and that academic failure is not synonymous with school failure. The second chapter looks at the continuum of severity noting the failure to distinguish between disability and handicap, difficulties in predicting severity of handicap and that school failure can result in a severe handicap. The third chapter, on the continuum of special education services, stresses that the least restrictive environment is viable only if it works for the student; that the participation of students in both special and regular education is not well-defined and not very effective; and the importance of preventing school failure. The next chapter, the longest, stresses the importance of defining needs for the physically disabled, the mentally disabled, and vocational services for all students. The final two chapters briefly offer a philosophy of meaningfulness for special educators and a statement stressing the need for special education. (DB)

DESCRIPTORS: *Disabilities; *Special Education; *Educational Philosophy; *Academic Failure; Failure; Elementary Secondary Education; Individual Needs; Definitions; Student Educational Objectives; Academic Achievement; Quality of Life; Mainstreaming; Prevention
IDENTIFIERS: *Severity (of Handicap)

EC170799
Preventing Special Education.....for Those Who Don't Need It.
Lieberman, Laurence M.
1984- 105P.
GloWorm Publications, 28 Sheffield Rd., Newtonville, MA 02160 ($8.95).
EDRS: NOT AVAILABLE
DOCUMENT TYPE: 010; 120;

The text draws on the author's experiences in mainstreaming consultation to offer suggestions regarding more efficient and effective services for handicapped and nonhandicapped students. The author contends that his 21 propositions represent ways in which school systems can limit expansion of special education beyond services to handicapped children, reduce financial and human cost in the special education process, promote system change, prevent failure of the regular education system, and eliminate counterproductive practices. The propositions are classified according to regular education program (such as generating awareness on the part of regular teachers and administrators regarding their responsibility for all students and effecting a teacher-child match), regular education curriculum (including revamping the curriculum in accordance

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with the acknowledged existence of slow learners), and special education program (such as tightening special education eligibility and the definition of a handicapped child and returning to traditional ways of thinking about learning disabled children). (CL)

DESCRIPTORS: *Disabilities; *Special Education; *Curriculum Development; *Program Development; Elementary Secondary Education; Mainstreaming; Program Administration; Educational Philosophy; Prevention;

EC212180
Exceptional Children and Youth: An Introduction. Third Edition.
Meyen, Edward L., Ed.; Skrtic, Thomas M., Ed.
1988- 600P.
Love Publishing Co. 1777 South Bellaire St., Denver, CO 80222 (no price quoted).
EDRS: NOT AVAILABLE
REPORT NO.: ISBN-0-89108-132-1
DOCUMENT TYPE: 051; 010

The introductory textbook to special education provides an overview of the field and challenges the adequacy of traditional approaches by presenting alternatives. The first three chapters include a commentary on special education, a review of current instructional practices, and comments on the family of children with exceptionalities. The next nine chapters address specific exceptionalities: learning disabilities, mental retardation, emotional disturbances, speech and language impairments, gifted and talented, students with severe and multiple disabilities, hearing impairments, visual impairments, and other physical disabilities. Each of these chapters discusses current practices, educational definitions, incidence and prevalence, etiology, prevention, learning and development, assessment, and intervention. The four final chapters are essays presenting alternative perspectives. Topics include the crisis in special education knowledge, the sociology of disability, the organizational context of special education, and special education in our multicultural society. An extensive list of references is appended. (MSE)

DESCRIPTORS: Elementary Secondary Education; *Special Education; *Disabilities; *Gifted; Family Role; Learning Disabilities; Mental Retardation; Emotional Disturbances; Language Handicaps; Speech Handicaps; Talent; Severe Disabilities; Multiple Disabilities; Hearing Impairments; Visual Impairments; Physical Disabilities; Organizational Climate; School Role; Cultural Pluralism; Educational Research; Social Influences

EC113564
Educational Handicap, Public Policy, and Social History. A Broadened Perspective on Mental Retardation.
Sarason, Seymour B.; Doris, John
1979- 460P.
Free Press, Div. of Macmillan Publishing Co., Inc., 866 Third Ave., New York NY 10022 ($15.95).
EDRS: NOT AVAILABLE

*A 3 The book presents a view of mental retardation which calls for deinstitutionalization and diagnosis in a family and community setting. The field of mental retardation is explored in this broad context in chapters with the following titles: ""Plan of the Book''; ""Mental Retardation - Social Intervention and Transactional Phenomenon''; ""Definition, Diagnosis, and Action in Light of a Transactional Approach''; ""The Social Context of Diagnosis''; ""The Family's View of the Future''; ""Old People, Intermediate Care Facilities, and Mentally Retarded Residents''; ""Some Underemphasized Ingredients of a Community Program''; ""The Interaction of Our Schools and Mental Subnormality in the Light of Social History - An Introduction''; ""Emergence of the Common School - Aims, Quick Growth, and Organizational Changes''; ""Immigration and Educational Problems in the Nineteenth Century''; ""The Catholic Parochial School System and the Emergence of Compulsory Education''; ""The Pestalozzian Rationale in the Evolving, Complex American School System''; ""The Functions of Special Education and Its Origins''; ""The Social Work Function of the School and the New Immigration''; ""The Growth and Development of Special Education Programs''; ""The Challenge to Special Education and the Problem of Minority Discrimination''; ""Mainstreaming - Dilemmas, Opposition, Opportunities''; ""What are Schools For?''; and ""Mental Retardation and Society - Four Themes.'' (PHR)

DESCRIPTORS: *Mental Retardation; Identification; Family (Sociological Unit); *Academically Handicapped; Community Programs; *Community Involvement; Intervention; Therapy; *Social Influences; History; Educational Problems; Special Education; School Districts; Residential Care; Mainstreaming; Racial Discrimination; Definitions;
IDENTIFIERS: *Deinstitutionalization (of Disabled); Transactional Approach;

EC031895
The Making of Blind Men.
Scott, Robert A.
1969- 145P.
Russell Sage Foundation, 230 Park Avenue, New York, New York 10017 ($6.00).
EDRS: NOT AVAILABLE

*A 3 The book, whose major thesis is that blindness is a
(cont. next page)

DIALOG File 54: ECER/EXCEP CHILD - 66-90/FEB

learned social role, is based on a sociological study concerned with the processes by which persons with serious or total loss of vision learn to play the role of blind person. It is shown that attitudes and patterns of behavior characterizing blind persons are not inherent, but acquired through ordinary processes of social learning. Discussed is the socialization which occurs when the blind person interacts with the seeing world and with organizations for the blind. Emphasized is the influence of these organizations or welfare institutions in actually creating the experiences of being blind, thus serving as active socializing agents in molding attitudes and behaviors which are at the core of the experience of being a blind person. How the character of the organization works to do this is documented, as are inequities in the organizations' selection of clients, by data gathered from interviews with workers for the blind, agency administrators and trustees, and blind people (both clients and non-clients of agencies), and by data taken from observations made in agencies and rehabilitation centers. (KW)

DESCRIPTORS: Visual Impairments; Role Perception; Agencies; Social Services; Socialization; Role Perception; Self Concept Attitudes; Social Experience;

EC210672
Radical Analysis of Special Education: Focus on Historical Development and Learning Disabilities.
Sigmon, Scott B.
1987- 124P.
NOTE: For related document, see EC 190 272.
Falmer Press, c/o Taylor and Francis, Inc., 242 Cherry St., Philadelphia, PA. 19106-1906 ($17.00).
EDRS: NOT AVAILABLE
REPORT NO.: ISBN-1-85002-30-4
DOCUMENT TYPE: 010; 120

The author, a school psychologist, offers a radical analysis of American special education generally, with a specific focus on the concept of ""learning disabilities''(LD). The introductory chapter defines ""radical,'' states the problem, states the questions of the study, describes the method (Radical Socioeducational Analysis--RSA), and reviews the related literature on both special education and learning disabilities. The second chapter addresses the question, ""What are the historical roots of American special education?'' by explaining the development of major generic American special education programs, program restrictiveness, mainstreaming and their implications from a new, root perspective. Chapter 3 considers the question, ""What are the historical and social roots of the concept of LD,'' in a manner that includes both sociological and ideological aspects. The fourth chapter looks at the question, ""What are the historical and social roots of the LD controversy and how would an RSA analyze it?'' The final chapter considers the question, ""What are the implications of an RSA for American special education, the LD controversy, and future practice and policy?'' It is concluded that the scientific and conceptual bases for LD are weak with most children so labelled actually ""school resisters'' who are uninterested and/or unmotivated; and that special education, through LD school tracks, has been perverted into a means of child control. (DB)

DESCRIPTORS: *Learning Disabilities; *Educational Philosophy; *Labeling (of Persons); *Educational History; *Educational Policy; Elementary Secondary Education; Handicap Identification; Student Motivation; Social Problems; Political Issues; Eligibility; Mainstreaming
IDENTIFIERS: *Radical Socioeducational Analysis

EC142390
A Sociology of Special Education.
Tomlinson, Sally
1982- 203P.
Routledge and Kegan Paul, 9 Park St., Boston, MA 02108 ($17.95 hard copy; $8.95 paperback).
EDRS: NOT AVAILABLE
REPORT NO.: ISBN-0-7100-0940-2 hard copy; ISBN-0-7100-9003-X paperback
DOCUMENT TYPE: 010; 070; 160;

The author outlines the origin and development of special education in Britain, stressing the conflicts involved and the role played by vested interests, and criticizes the current ""rhetoric'' of ""special needs.'' Chapter 1 justifies the need for a sociology of special education by pointing out existing and new sociological perspectives and their relevance. Chapter 2 examines the social origins and development of special education from the early nineteenth century, noting that education systems and their parts do not develop out of purely humanitarian motives, but out of prevailing social, economic and professional vested interests. A third chapter looks at some of the crucial delimmas in special education which reflect wider social and political conflicts and interests. Chapter 4 considers some of the characteristics and powers of professionals as they relate to special education, documents the official procedures and professional involvement which have developed since 1944, and, using examples from a study on the assessment of children for ESN-M schools, illustrates the way in which professionals actually work in the assessment process. A fifth chapter reviews the position of parents, students, and teachers in special education. Chapter 6 is concerned with the aims of special schooling and questions why the special school curriculum has so far escaped such scrutiny. Chapter 7 comprises a discussion of ethnic minority children in special education with emphasis on the issue of overplacement of West Indian children. A final chapter discusses the possible future of special education

(cont. next page)

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in the light of new legislation and changing ideologies. (SB)

DESCRIPTORS: *Disabilities; *Special Education; *Sociology; Elementary Secondary Education; History; Trend Analysis; Foreign Countries; Social Influences; History; Student Placement; Parent Role; Teacher Role; Student Role; Curriculum ; Legislation; Minority Groups;
IDENTIFIERS: *Great Britain;

EC212513 ED
The Relationship Between General and Special Education: A New Face on an Old Issue.
Lilly, M. Stephen
National Association of State Directors of Special Education, Washington, D.C. Counterpoint Communications Co.
Counterpoint v6 n1 Mar 1986; 1986-Mar 5+P.
DOCUMENT TYPE: 080; 120
GEOGRAPHIC SOURCE: U.S.; Nevada

The article examines concerns for students labelled ""mildly handicapped'' and describes current developments in policy and practice which are changing the nature of the regular and special education relationship. Special education for students labeled ""mildly handicapped'' as currently conceptualized and implemented, identifies too many students; results in inefficiency in service delivery; and operates counter to mainstreaming principles. Supportive services are needed which are based in regular education, aimed at students who are low achievers and/or disruptive in school, do not require complex diagnostic testing and labeling of students as handicapped, and minimize ""pull-out'' of students from normal classroom activities. A single coordinated system of service delivery is preferable to the array of special service programs currently offered in the schools. (DB)

DESCRIPTORS: *Mild Disabilities; *Mainstreaming; *Delivery Systems; *Educational Needs; Handicap Identification; Referral ; Student Evaluation; Pupil Personnel Services; Low Achievement; Behavior Problems; Labeling (of Persons); Elementary Secondary Education; Ancillary School Services; Remedial Instruction
IDENTIFIERS: *Regular Special Education Relationship

SECTION VI

Resources Not Currently in the Databases

RESOURCES NOT CURRENTLY IN THE DATABASES

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